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GUIDELINES FOR **VOCATIONAL** **ED**UCATION IN MONTANA



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PROGRAM IMPROVEMENT

Office of Public Instruction
Ed Argenbright, Superintendent
State Capitol
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PREFACE

The Montana State Plan for Vocational Education is an agreement between the U.S. Office of Education and the Montana Superintendent of Public Instruction as sole state agent for vocational education. It contains planning information and data relating to the operation of the various phases of vocational education qualifying for financial support under the Education Amendments of 1976 (Public Law 94-482).

"Guidelines for Vocational Education Programs in Montana" is published to serve as a supplement to the State Plan and is designed to provide assistance to local administrators and others involved in planning and conducting vocational education programs. Excluded from the text are procedures for Montana's five vocational-technical centers since post-secondary information is a part of a policies and procedures pamphlet published by the Superintendent.¹

These guidelines have evolved over several years and reflect the consideration of recommendations from many persons and agencies at all levels of vocational education in Montana. Regional and national standards, as well as practices in other states, were reviewed in a quest to design the best pattern for Montana's programs.

These guidelines became effective December 15, 1979 and will be reviewed yearly and revised if necessary to meet emerging needs.

¹ Refer to Superintendent of Public Instruction Policies and State Administrative Procedures For Vocational Education in Montana, Office of Public Instruction, December 1979.

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¹Section numbers refer to Public Law 94-482 (Education Amendments of 1976)

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PART I: DEFINITIONS AND PHILOSOPHY

A. VOCATIONAL EDUCATION: FEDERAL DEFINITIONS

Federal regulations¹ provide the following definitions:

Vocational Education means organized educational programs which are related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree; for purposes of this paragraph, "organized education programs" means only:

- 1) Instruction related to the occupation or occupations for which the students are in training or instruction necessary for students to benefit from such training; and
- 2) the acquisition, maintenance, and repair of instructional supplies, teaching aids, and equipment.

Vocational Instruction means instruction which is designed to prepare individuals upon its completion for employment in a specific occupation or cluster of closely related occupations in an occupational field, and which is especially suited to the needs of those engaged in such occupation or occupations. Such instruction may include:

- 1) classroom instruction;
- 2) classroom related field, shop and laboratory work;
- 3) programs providing occupational work experiences, including cooperative educational and related instructional aspects of apprenticeship programs;
- 4) remedial programs which are designed to enable individuals to profit from instruction related to the occupation or occupations for which they are being trained by correcting whatever educational deficiencies or handicaps prevent them from benefiting from such instruction; and
- 5) activities of vocational student organizations which are an integral part of vocational instruction, subject to the provisions in Paragraph 104.513.2

1 Federal Register, Vol. 42, No. 191, October 3, 1977, page 53865
2 Ibid, page 53844

B. VOCATIONAL EDUCATION IN MONTANA

The above definitions are also listed in the policies¹ of the Montana Superintendent of Public Instruction showing consistency between state and federal criteria that govern the use of funds for vocational education. The acceptance of federal definitions indicates commitment to programs that meet the objective of preparing individuals for employment.

Vocational education in Montana is offered at the five postsecondary vocational-technical centers in Billings, Butte, Great Falls, Helena, and Missoula. Programs of postsecondary vocational education are also offered at community colleges in Glendive, Kalispell, and Miles City, and at Northern Montana College in Havre. Effectiveness of these programs is gauged largely on the rate of successful job placement of students when they complete instruction.

Many of the state's local school districts operate secondary programs and some offer adult vocational education and related apprenticeship training. Teacher education projects are conducted at three college campuses while special projects are funded at various locations including state institutions and Indian reservations.

State and federal funding support for vocational education at the various levels is by approval of the Office of Public Instruction. The Superintendent of Public Instruction serves as executive officer for vocational education and heads a state level staff which administers vocational education under the procedures¹ of the Superintendent.

1 "Superintendent of Public Instruction Policies and State Administrative Procedures for Vocational Education in Montana." December, 1979, pages 11, 12. These policies may be referred to in the 1980 Plan for Vocational Education in Montana, page 30.

C. SECONDARY VOCATIONAL EDUCATION

Much recent discussion has centered on the role of vocational education at the secondary level. The need is apparent for a consistent operational philosophy or definition to guide the conduct of secondary programs. Recognition of these guiding principles by the Office of Public Instruction, State Advisory Council for Vocational Education, and local administrators is essential to providing occupational programs that meet the intent of law and serve the needs of Montana students.

Office of Public Instruction policies provide the general direction for secondary programs in this manner: 1) secondary programs are not mentioned separately in Policy 303 that states how vocational education programs shall be designed, but 2) allows for "prevocational" programs which prepare individuals to enter a more advanced vocational education program. It is evident that the Superintendent expects preparation for employment in all vocational programs but also recognizes the need for basic instruction which leads to more advanced vocational study. Since most secondary programs do not provide instruction in the depth possible in full time postsecondary schools, "prevocational" is the term often used in reference to them. However, Policy 301.2 requires that all programs have a vocational objective so it is evident that even a prevocational program must provide individuals some basic skills for employability even though it is accepted that further training is necessary for them to be competitive in the job market. Such programs, according to federal law, must "be of significant assistance to individuals enrolled in making an informed and meaningful occupational choice as an integral part of a program of orientation and preparation."¹

Starting with Part II, this booklet contains criteria for approval of programs in the various service areas and includes minimum requirements. These are designed to ensure that programs will possess vocational characteristics and further, contain descriptions of what courses may be considered for approval when designed properly. *Italicized* portions are taken directly from rules printed in the Montana Administrative Register and are mandatory. Additional information contained in each section should prove helpful in conducting quality programs.

¹ P.L. 94-482, October 12, 1976, Section 106 (a) (8)

PART II: GENERAL REQUIREMENTS OF SECONDARY VOCATIONAL EDUCATION PROGRAMS

The following requirements are common to vocational programs of Agricultural Education, Business and Office Education, Distributive Education, Health Occupations, Trade and Industrial Education, and Wage Earning Home Economics. Specific requirements for each area are covered in Part III, as are requirements for Consumer Homemaking and Industrial Arts. Special Vocational Needs and other programs are found in Parts IV through IX.

Approval of secondary vocational education project proposals will be based generally on consideration of evidence that these criteria are met:

1. *The program must have the primary objective of developing skills leading to employment as well as entry into advanced vocational training.*
2. *Specific objectives must be defined in terms of skills to be developed and related to a specific occupation by U.S. Office of Education course code number.*
3. *The program must be based on the vocational education need of students in the area. A needs assessment must be made during initial planning. Program information must be projected for a five-year period.*
4. *Programs must be developed and conducted in consultation with an advisory committee. The committee must include members of both sexes from business, industry and labor. It should represent a cross section of men and women active in the occupation. Minorities residing in the area served by the committee must be appropriately represented.*
5. *Instruction must be based on an analysis of skills and knowledge required in the occupation.*
6. *The program must develop leadership and character through activities that accommodate the transition from school to job. Vocational student organizations (Future Farmers of America (FFA) and Distributive Education Clubs of America (DECA)) are required for vocational agriculture and marketing and distributive education respectively. Student organizations in other programs are highly recommended.*

7. Provision must be made for vocational guidance which shall include, but not be limited to, occupational information and career counseling.
8. Students must be selected for enrollment on the basis of their interest in the occupation and their ability to profit from the instruction. Prerequisite courses are required which provide students with information and experiences to make sound choices of occupations and advanced training.
9. Instructors must be occupationally competent and certified in the vocation to be taught.
10. Instructional equipment and facilities are to be comparable to those used in the occupation; adequate for the maintenance of acceptable educational, health and safety standards; and capable of accommodating male, female and handicapped students.
11. Provisions must be made for job placement, annual follow-up of program completers and program evaluation.
12. The maximum number of students per class shall be determined by the work being done, equipment being used, ease of supervision, safety factors, space and resources available, and the need for individual student instruction. Class size maximums are given for each program under its specific requirements. Approval for a larger class must be obtained in advance and will be granted only when evidence shows that adequate provisions have been made to ensure that the larger number will not hinder the success of the program. Deficiencies in some factors may dictate a smaller number of students per class.
13. Programs must be planned with regard for how they will relate to other employment and training programs conducted in the area.
14. Provisions must be made to ensure equal access to all programs by female, male and handicapped students; to review, evaluate and replace sex-biased learning materials; to make facilities and equipment available for all students; to provide guidance and counseling especially for students choosing to enter non-traditional occupations; and to seek job placement dependent on the students' abilities, needs and interests rather than on cultural or sex stereotypes. Applications shall describe procedures in effect or ones that will be put into effect to ensure that these requirements are met.
15. The school will participate in the Montana Vocational Education Information System by providing information as required.
16. Each program shall conduct a yearly self-evaluation and submit a copy to the Office of Public Instruction. The program shall cooperate with the Office of Public Instruction in a thorough team evaluation which will be conducted at least every five years.

17. Local educational agencies must use vocational education funds to supplement (add to, enhance) local funds to improve vocational programs. Funds will not be approved when it has been determined that supplanting (replacing) of local funds will occur. A school must not decrease the amount spent in the vocational programs from one year to the next, figured either on an aggregate or per student basis, unless "unusual circumstances" exist, such as large expenditures in previous years for equipment.
18. Accounting procedures must use standard school accounting codes. A yearly certified expenditure report will be submitted showing the actual expenditure of funds compared to the last approved budget. Records will be kept locally for audits. These records will include invoices, purchase orders, warrant numbers and other documents. Records for funded programs by six-digit course codes will be separated from non-funded programs.

PART III: SPECIFIC REQUIREMENTS OF VOCATIONAL
PROGRAMS, Sections 120, 150

Part III outlines the distinguishing characteristics and specific requirements of the individual vocational program areas.

While these criteria are fairly definitive and will be helpful in the designing and conducting of programs, it is recognized that each local program will have its own peculiar circumstances that affect planning. The vocational staff members in the Office of Public Instruction (see Directory, page iii) are available for consultation and are ready to provide assistance in any way possible. Local educational agencies are encouraged to use the resources available from state consultants to help in developing and operating the best possible program under prevailing circumstances.

CRITERIA FOR THE APPROVAL OF SECONDARY
AGRICULTURE EDUCATION PROJECT APPLICATIONS

I. SCOPE

Vocational education in agriculture/agribusiness/FFA (Vo-Ag) at the secondary level is an instructional program designed for boys and girls in grades 9-12 who wish to develop agricultural occupation competencies and to meet the employment demands for persons with agricultural/agribusiness skills. The major vocational agriculture/agribusiness/FFA program objectives are as follows:

- A. To develop agricultural competencies needed by individuals preparing to engage in agricultural production occupations.
- B. To develop competencies needed by individuals preparing to engage in agricultural business related occupations.
- C. To develop an awareness of career opportunities for men and women in agriculture/agribusiness and the preparation needed to enter and progress in agricultural occupations.
- D. To develop those abilities in human relations, leadership, responsibility, citizenship, and cooperation essential in agricultural occupations.
- E. To develop the ability to secure satisfactory placement (employment, entrepreneurship or postsecondary training) and progress in agricultural occupations.

II. OCCUPATIONS TO BE SERVED

Vocational agriculture/agribusiness/FFA programs prepare students for entry into the following broad occupational categories. *The U. S. Office of Education course codes for agriculture education programs are:*

- A. Agricultural Production (01.0100)-- Livestock and crop production or family and commercial farms or ranches.
(Example 01.0100 occupations: farmer, rancher, hatchery, farm or feedlot worker.)
- B. Agricultural Supplies and Services (01.0200)--Principles and practices of processing, marketing, and providing services in such areas as farm chemicals, feeds, seeds, fertilizers, and equipment connected with the agricultural industry.
(Example 01.0200 occupational areas: grain elevator, farm service center, garden center, custom applicator, seed or fertilizer sales.)

C. Agricultural Mechanics (01.0300)--Operating, marketing and servicing of agricultural power machinery and related equipment.
(Example 01.0300 occupational areas: farm machinery assembly, adjustment, maintenance and repair; farm structures design and construction; farm convenience devices design, construction, maintenance and repair.)

D. Agricultural Products (01.0400)--Principles and practices involved in the preparation of agricultural products for sale. This includes food and fiber for either/or human and animal use.
(Example 01.0400 occupational areas: inspection of agricultural products; grading of agricultural products; DHIA tester; live-stock commissionman and milk processor.)

E. Ornamental Horticulture (01.0500)--Principles and practices concerned with the production, management, sales and services in greenhouses, nurseries, and garden stores. Turfgrass management and landscaping are also included.
(Example 01.0500 occupations areas: greenhouse worker, grounds-keeper, gardenstore employee, landscaper.)

F. Agricultural Resources (01.0600)--Principles and practices dealing with conservation and improvement of natural resources, as well as establishment and management of recreational areas.
(Example 01.0600 occupational areas: wildlife conservationist; land and water conservationist; county lake supervisor.)

G. Forestry (01.0700)--Management of trees grown as a crop including protection, logging, utilization of forestry by-products, and recreation.
(Example 01.0700 occupational areas: forester, saw mill operator, Christmas tree grower, park employee.)

III. PROGRAM REQUIREMENTS

A. General Requirements

1. Content

The curriculum at the 9th and 10th grade level should be designed to provide a basic background in agriculture/agribusiness/FFA necessary for in-depth study at the 11th and 12th grades.

In order to ensure a general background at the 9th and 10th grade it is recommended that the Two Year Core Curriculum For Agricultural Education In Montana be followed. A copy may be obtained from the Vocational Agriculture Education Consultant, Office of Public Instruction, State Capitol, Helena, Montana 59601.

The following curriculum model portrays the content of the courses at three levels of instruction:

MONTANA'S CURRICULUM MODEL FOR THE
HIGH SCHOOL VOCATIONAL AGRICULTURAL PROGRAM

<u>Two Year Core Curriculum</u>	<u>Specialized Programs</u>	<u>Post High School Vocational-Technical</u>
Animal Science	Agricultural Production	Agricultural Production and Management
Plant & Soil Science	Agricultural Sales and Service	Agricultural Business
Agricultural Mechanization	Agricultural Mechanization	Agricultural Mechanization
Leadership (FFA)	Forestry	Horticulture
Supervised Occupational Experience Program	Horticulture	Forestry
Careers		Food Processing

In addition to regular instructional activities, all vocational students enrolled in vocational agriculture classes (9-12) are required to plan and conduct a supervised occupational experience program that will be under the direct supervision of a vocational agriculture teacher.

Supervised occupational experiences should be in line with the student's occupational objective, of high quality and sufficient duration so that at the completion of the program the student should have the competencies needed for job entry or for more advanced training. This supervised experience can be obtained through entrepreneurship or as an employee on a farm or ranch ag-related business, and/or laboratory within the school, or utilizing a cooperative approach.

Travel funds must be provided by the district in addition to the instructor's salary in order that the teacher may supervise and coordinate the occupational experience phase of the program.

2. Scheduling

Approved programs of vocational agriculture/agribusiness must be two or more years in length with four years recommended.

During the regular school year the weekly duration of vocational agriculture courses shall correspond with Paragraph 312-1 of Standards for Accreditation of Montana Schools. The minimum required length of time for laboratory courses is 250 minutes per week; however, longer blocks of time are encouraged at the 11th and 12th grade level.

B. Facilities, Equipment and Resources

The local school district is expected to provide and maintain adequate classroom, shop, laboratory, storage, tools, equipment, and teaching aids necessary to enable students to meet their occupational objective.

In a specialized program additional facilities will be necessary. For example: a large greenhouse will be needed for a horticulture program.

Facilities and equipment must meet all current state and federal health and safety regulations.

The equipment should replicate as nearly as possible that found in the occupations for which training is provided.

The following chart may serve as a guide for planning new facilities or assessing the adequacy of existing facilities.

Minimum Square Footage Recommended

<u>Area</u>	<u>1 Teacher</u>	<u>2 Teachers</u>
Office	120	180 - 240
Classroom	840	840
Classroom Storage	120	60/additional teacher
Shop Storage	320	480
Mechanics Laboratory	3800	4200

C. Future Farmers of America (FFA)

FFA must be conducted as part of the program, serving as an intra-curricular activity. The teacher of vocational agriculture shall serve as the advisor to the local FFA chapter. All programs of secondary vocational agriculture/agribusiness must maintain and operate a local FFA chapter in good standing with the state and national FFA organizations. Refer to rationale in Appendix II.

D. Teacher Certification and Qualification

Instructor(s) of approved vocational agriculture/agribusiness programs shall hold a Montana Class 1, 2 or 5 teaching certificate with endorsement in agriculture (61). The instructor must also have 1 year of agriculture occupational experience within the last five years.

The above requirements are generally satisfied with a bachelor's degree in agriculture education and the one year's occupational experience.

Questions concerning certification should be directed to the Division of Certification, Office of Public Instruction, State Capitol, Helena, Montana.

E. Length of Vocational Agriculture Program

Vocational agriculture/agribusiness programs shall be conducted for a minimum of 10½ months. The portion of the program conducted during the summer shall allow at least 4 weeks at the end of the school year and 2 weeks before the start of the following school year. All portions of a vocational agriculture program must be supervised by a certified vocational agriculture education teacher.

Due to the seasonal nature of agriculture/agribusiness it is recognized that many of the related experiences necessary for adequate training of the students occur during the summer months, therefore the need for an 11 or 12 month program (contract) cannot be overemphasized.

The primary purpose of supervised occupational experience is to develop competencies needed in agricultural occupations. Supervised occupational experience is an integral part of the vocational agriculture instructional program that allows students to become involved in tasks performed by people in agricultural occupations.

Vocational agriculture teachers during extended employment assist students in reaching their educational objectives as follows:

1. Locate training stations which will provide experiences closely related to students' occupational objective.
2. Develop training plans and training agreements in cooperation with employers and student's parents.

3. Make periodic visitations to observe, instruct, and evaluate student progress.
4. Conduct conferences with prospective students and their parents.
5. Instruct and supervise students with summer activities such as fairs, judging events, and leadership training.
6. Supervise FFA meetings and FFA activities.
7. Assist students with agricultural related independent study.
8. Meet with local advisory committee to review program activities and curriculum.
9. Follow up and assist graduates of the vocational agriculture program.

In order to ensure a high quality occupational experience program for vocational agriculture students, the following procedures are recommended:

1. The instructor should develop a summer plan listing activities planned and the time allotment for each.
2. The instructor should review the summer plan with the school administration and make any necessary adjustments. Leave a copy with the school administrator and submit a copy to the Office of Public Instruction.
3. The instructor should make periodic progress reports to the school administration.
4. A log of instructor's summer activities may also be beneficial in providing information to the local school board.

F. Student/Teacher Ratio

Maintaining a reasonable student/teacher ratio helps to insure high quality vocational agriculture instruction. Vocational agriculture students "learn by doing" in laboratory, shop; therefore, a higher than usual teacher level of supervision of student activity is required.

The maximum student/teacher ratio shall not exceed 60 to 1 with a maximum of 20 per class.

G. Sex Equity Requirements

Refer to No. 14, P. 6 and pp. 52-55 for requirements.

CRITERIA FOR THE APPROVAL OF SECONDARY BUSINESS AND OFFICE EDUCATION PROJECT APPLICATIONS

I. PURPOSE AND SCOPE

The business and office program is designed to prepare students for entry level employment in office occupations (such as secretarial, clerical, receptionist, accounting and other positions). This field offers challenging and rewarding career opportunities to both men and women.

To be vocationally approved, the business and office education program must be designed to prepare students for employment in a business occupation for which employment opportunities exist or are anticipated.

II. OCCUPATIONS TO BE SERVED

U. S. Office of Education course codes for business and office education are as follows:

14.0303 - Clerical Office Practice (Integrated Office Course without Shorthand)

14.0702 - Secretarial Office Practice (Integrated Office Course with Shorthand)

14.0704 - Simulated/Model Office

III. PROGRAM REQUIREMENTS

A. Organization and Content

1. The weekly duration of business and office education courses shall correspond with paragraph 312-1 of Standards for Accreditation of Montana Schools, which requires 250 minutes per week for lab courses. A two-hour block of time for the integrated skills course is encouraged.
2. Vocational business and office classes shall be designed to accommodate a maximum of 20 students.
3. Course offerings (or their equivalents) shall be as illustrated on page 17. Approval of program units for funding will be based on the amount of class time spent in the integrated skills course, the instructor's vocational approval, the use of the advisory committee, and other criteria in these guidelines. The overall business program must include a series of courses from basic to advance, which begins with such courses as typing, accounting, shorthand, basic business and possibly business machines or other related courses. This series must lead to the integrated skills courses of clerical office practice, secretarial office practice, and simulated/model office.

4. The instruction in the integrated skills course should include the following units: office functions, records management, communications and basic language skills, production type-writing, machine transcription, receptionist and telephone training, mail and messenger service, applied office math, business machines including duplicating and reproducing machines, human relations training, word processing concepts and techniques, job search techniques, keypunch training and the concepts involved in word and data processing.

A recommended method of providing practical, realistic work experience is through: 1) Cooperative Education 2) A model office can offer the student a realistic simulated work experience.

B. FACILITIES, EQUIPMENT

The type and amount of equipment needed by the business and office education department for classroom and laboratory activities varies with the program objectives, size of class and variety of courses offered. Desks should be arranged in an office layout and equipment should include electric typewriters, duplication equipment, transcription equipment, adding machines, calculators, filing cabinets, tape recorders, word processing equipment and audiovisual equipment as is necessary for classroom teaching techniques. All facilities must be adequate for the number of students involved. Desks and chairs should be able to be adjusted to meet student needs and requirements.

C. VOCATIONAL STUDENT ORGANIZATION

The vocational business and office student organization, Office Education Association (OEA), gives the student an additional opportunity to explore occupations in depth and to develop his/her fullest potential in citizenship, leadership, and character. Therefore, the business student organization (OEA) is recognized as an integral, functional part of the total vocational business education program. No program will be considered complete without the OEA student organization.

D. INSTRUCTOR QUALIFICATIONS

The instructor shall have a bachelor's degree in business and office education and shall have earned a minimum of fifteen quarter credits in the areas of philosophy of vocational education, administration of vocational education, cooperative practices and procedures/methods courses in the area of certification.

The instructor shall have at least 2,000 hours work experience in the occupation or combination of occupations related to a specified field in which that person is to teach.

E. SEX EQUITY REQUIREMENTS

Refer to No. 14, P. 6 and pp 52-55 for requirements.

CURRICULUM MODEL EXPLANATION

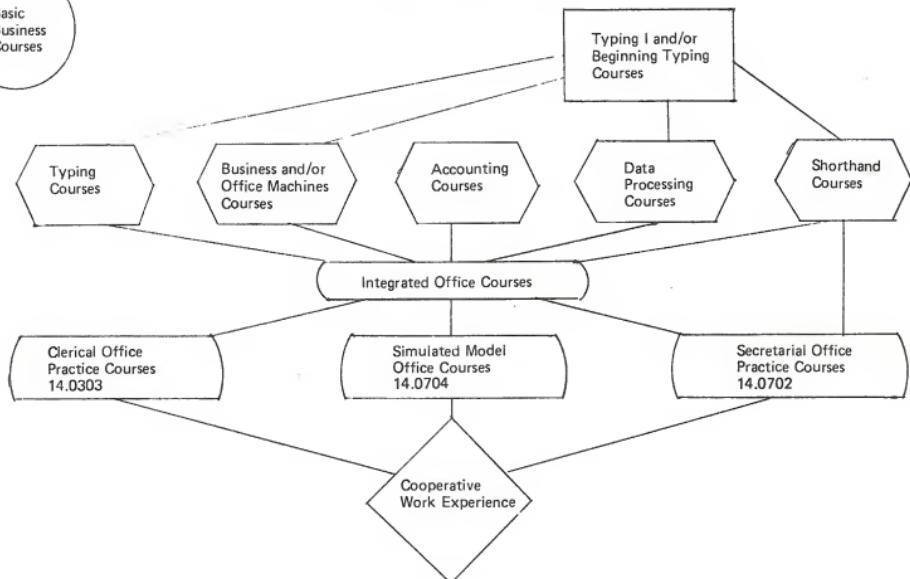
Basic Business courses are recommended for all Business and Office programs. They are not required for program approval, and they will not be funded. Such courses are: general or introduction to business courses, business law courses, business communication courses, recordkeeping courses, consumer information and educational courses.

Typing I and/or Beginning Typing courses are required for program approval but will not be funded.

Courses that will be considered for funding in an approved Business and Office program are: Accounting courses, shorthand courses, typing courses (other than beginning or personal), business and/or office machine courses, data processing courses (if the student has a minimum of 15 hours of hands on experience), the integrated office course (clerical office practice, secretarial office practice, simulated/model office), and cooperative work experience.

To qualify as an approved Business and Office program, the integrated office course must be offered.

CURRICULUM MODEL



CRITERIA FOR THE APPROVAL OF SECONDARY DISTRIBUTIVE EDUCATION
PROJECT APPLICATIONS

I. SCOPE

Distributive education in Montana secondary schools must be designed to prepare students in grades 11 and 12 for careers in marketing and distribution of goods. At the completion of the program, the graduate should be prepared for gainful employment or for advancement in a marketing and/or distributive occupation.

Distributive education offers a program of instruction which develops those marketing, social, technical, and basic skill competencies related to the person's chosen career, distributive occupation. This includes part-time employment and on-the-job training coordinated with the classroom training.

II. OCCUPATIONS TO BE SERVED

The Office of Education code for secondary distributive education programs in Montana is as follows:

04.2200 - General Marketing

III. PROGRAM REQUIREMENTS

A. General Requirements

Vocational education programs in distributive education may be either one or two years in length. The final year of the program must be strictly vocational in that it actually prepares students for their chosen careers in distributive occupations. The first year of the distributive education program offers the prevocational or exploratory experience to the individual, as a result of which a tentative or definite career choice will be made for entrance into the second year of the program. Senior students should not be enrolled in the first year of the two-year distributive education program while denying enrollment to juniors who would receive the full benefit from the two-year training program.

The program must consist of part-time employment and on-the-job training coordinated with classroom instruction and supervised by a distributive education instructor. The program must offer laboratory instruction designed to provide a variety of experiences under close supervision.

B. Organization and Content of Program

High school distributive education programs in Montana are either one or two years in length and, in general terms, can be defined as follows:

I. Distributive Education I

The majority of students enrolled in this class are high

school juniors. The basic curriculum is designed to prepare students for entry-level employment in distributive occupations. In the majority of Montana schools the class is a one-credit elective course which does not involve any cooperative work experience for credit. Distributive Education I gives the students an opportunity to explore various career opportunities in the area of marketing and distribution and, at the same time, study their own qualifications to determine whether they are suited for employment in distribution.

2. Distributive Education II

This class is designed for those students who have taken Distributive Education I or have special permission from the instructor. The majority of students in Distributive Education II are high school seniors who attend school for half of each school day and are released the other half for on-the-job training at their occupational laboratory in the business community. Like Distributive Education I, this is an elective course in which the student receives one credit for distributive education classroom experience and one credit for on-the-job distributive work experience. All distributive education programs must offer the cooperative vocational education experience.

Classroom instruction includes large group, small group, and individual instruction designed to give the student knowledge, skills, attitudes, and understandings that relate to his or her occupational goals. Students are given units of instruction which they will be able to apply to an actual on-the-job situation.

C. Facilities/Equipment

The facilities designated for the distributive education program should simulate business conditions as closely as possible. The distributive education classroom-laboratory should provide facilities for the following kinds of instructional activities: class discussions, individual group and committee work, use of various types of audio-visual aids, preparing displays and exhibits, demonstrations and role playing.

The classroom-laboratory must provide students with the opportunity to develop those skills, values and knowledge needed to perform satisfactorily in the business community and should be designed with the needs of the community and specific jobs within that community in mind. A well organized, up-to-date laboratory allows the distributive education coordinator to put more emphasis on doing and less emphasis on the textbook as the chief means of related classroom instruction.

1. Basic Requirements

- a. Electrical outlets must be available in show cases, window displays and shadow boxes.
- b. Acoustical treatment is necessary due to the amount of individual and small group activity.
- c. Blackout shades should be provided for windows.
- d. Mounted motion picture screen, bulletin board and chalkboard space should be provided.
- e. A washbasin with hot and cold running water.
- f. Room size will vary with class needs and building restriction. A room should be at least 24 feet by 48 feet or 1152 square feet.
- g. Adequate storage space that adjoins the classroom and can be locked should be provided. The storage space should be large enough to handle classroom materials and merchandising supplies.
- h. The display window should be a minimum of 4 feet by 8 feet and open out to a school corridor.
- i. The coordinator's office should adjoin the distributive education classroom and should be equipped with a telephone. This office provides the coordinator an area for counseling, coordinating activities and conferences.
- j. A reference library should be established in the distributive education laboratory.
- k. Furniture, equipment and supplies must be maneuverable to be able to adapt to changing activities and needs. The following are suggested to help meet this requirement:
 - (1) Trapezoid Tables
 - (2) Display cases, shelves and islands
 - (3) Racks, fixtures, mannequins and accessories such as:

Cash Register	Wrapping Paper and Stand
Typewriter	Janitorial Supplies
Filing Cabinet	Assortment of Art Supplies
Mannequins:	Showcard Sign Machine
1 - Male form	Dummy Merchandise
1 - Female form	Peg Board Display areas
1 - Bust form (male)	Merchandising Marketing Equipment
1 - Bust form (female)	General Office Supplies
Display Stands	

1. The distributive education classroom should be on the main floor of the school building, near an outside entrance. Whenever possible the laboratory should be located near the business education department.

D. Vocational Student Organization

One of the most interesting and rewarding activities of the distributive education coordinator is the sponsoring of the local Distributive Education Clubs of America (DECA) Chapter. DECA is the leadership training part of the distributive education program. It is the part in which the students learn to work with others and assume responsibilities through participation in planning programs, presiding at business sessions and meetings, serving on committees and taking part in contests at state or national conferences.

Working with students in their club activities presents an opportunity for the distributive education coordinator to provide additional opportunities to students beyond what is possible through classroom sessions.

In addition to DECA's leadership function, the club serves as an excellent form of promotion for the distributive education program in the school and in the community. Well-prepared DECA members may take the "Distributive Education Story" to civic and service clubs and may be written up for local newspaper, television, and radio coverage. Civic projects and marketing research projects are also an excellent way in which DECA can be of service to the community and can bring attention to the distributive education program.

Activities of the local DECA chapter shall be conducted as an integral part of the distributive education program.

E. Instructor Qualifications

1. A distributive education coordinator of secondary, post-secondary, and adult students shall have at least 2,000 hours recent work experience in the occupation or combination of occupations related to the area of marketing and distribution.
2. A distributive education coordinator of secondary students must hold a valid teaching certificate and be endorsed to teach distributive education. In order to receive endorsement in distributive education, the individual must meet the following criteria:
 - a. Has earned a bachelor's or master's degree.
 - b. Has completed the approved study in professional education for secondary endorsement.

- c. Has completed an approved major in distributive education from an approved teacher training program.
- d. Has a recommendation from an approved institution.

3. *A distributive education coordinator must have completed fifteen quarter credits of coursework in the areas of Principles, Methods, Organization, Guidance, Curriculum Construction, and Instructional Materials in Vocational Education.*

F. Maximum Class Size

Distributive education classes shall be designed for a maximum of 25 students.

G. Sex Equity Requirements

Refer to No. 14, P. 6 and pp 52-55 for requirements.

H. Cooperative Vocational Education Program Requirements

Refer to pp 47-49.

**CRITERIA FOR THE APPROVAL OF HEALTH OCCUPATIONS
EDUCATION PROJECT APPLICATIONS**

I. PURPOSE AND SCOPE

The program shall include subjects and activities designed to provide the skills, technical knowledge and related information necessary for successful employment of men and women in the health occupations which render supportive services to the health professions or, in the case of a secondary program, for continuing education in these supportive services or exploration programs encompassing occupations in the total health care area.

II. OCCUPATIONS TO BE SERVED

The U. S. Office of Education course codes for health occupations education programs are:

07.0303 - *Nursing Assistant (Aide)*

07.9900 - *Other Health (Covers several areas)*

III. PROGRAM REQUIREMENTS

A. Content

The health occupations program shall provide training skills required of entry-level workers for a specific occupation or for a cluster of related occupations. Laboratory experience and clinical training shall be an integral part of the program. Special consideration should be given to developing programs on a core curriculum basis which includes an integrated foundation of learning requisite for the education of supportive health personnel.

The exploratory health occupation programs shall be developed to include knowledge of all occupations encompassed in the health care area which will provide a firm basis for decision making for the student. Generalized entry-level skill training common to several of the supportive health occupations may be included in this program.

B. Sequence

Programs in health occupations shall be of sufficient duration to provide students with skills and knowledges required at the job-entry level. The ladder concept to health occupation education will be encouraged where appropriate. An exploratory health occupations course, covering the broad range of health-related occupations, may be offered on at least a semester basis to acquaint students with occupational opportunities for men and women within the health care area.

C. Scheduling and Minimum Time Requirements

1. Secondary Schools

The schedule for secondary schools shall provide two consecutive class periods daily for one or two years if specific skill training is involved in the program.

The recommended schedule for exploratory programs for secondary schools will be to provide one class period daily for one or two semesters. These and other short-term courses may be offered to meet identified needs of students, but to be approved must be part of an overall program which includes the class with a two-period block.

D. Space, Equipment, Maintenance and Teaching Materials

1. Space and Class Size

There shall be appropriate working stations in each class for each student, with adequate space to work without crowding or interference. The maximum class size per instructor shall be 25 students for exploratory classes and 20 students in classes designed for specific skill training. Nurse Aide programs involving supervised clinical experiences shall not exceed 15 students.

2. Equipment

Adequate equipment shall be provided which is of the type students will be using in the actual work situation.

3. Maintenance

All equipment shall be maintained in good workable condition; therefore, provisions must be made for prompt repair or replacement, when necessary.

4. Teaching Materials

Provisions shall be made to insure that an adequate supply of materials is available for classroom and laboratory instruction.

Teaching materials shall be constantly updated to reflect the technological advances within health care and education.

E. Student Organization

Activities of the vocational student organization Vocational Industrial Clubs of America (VICA) are designed for students in health occupations education. The VICA program should be integrated into the total program of instruction in health care fields.

F. Instructor Qualifications

Instructors shall hold a Class 4 teaching certificate endorsed in the appropriate health field. See Appendix I.

G. Sex Equity Requirements

Refer to No. 14, p. 6 and pp. 52-55 for requirements.

CRITERIA FOR THE APPROVAL OF SECONDARY TRADE AND INDUSTRIAL EDUCATION PROJECT APPLICATIONS

I. SCOPE

Trade and industrial education programs in Montana secondary schools must be designed to prepare persons in grades 11 and 12 to enter into the work of an industrial trade or service occupation. Skill level at completion of programs is such that graduates desiring full training in their chosen occupation should expect to continue training on the job, and/or in supplementary training while employed, or by enrolling in postsecondary vocational education. In perspective, while postsecondary training strives to supply all necessary skills and knowledge needed in specific trades, secondary programs are expected to provide students with approximately one third to one half of the preparation needed at the journeyman level. All aspects of the field may have been covered, but perhaps in less depth, especially since some secondary programs are concerned with skills related to a group of occupations rather than a specific occupation.

Included in instruction are activities to develop manipulative skills, technical knowledge, and related information such as job attitude, safety practices, trade judgement, and personal traits that are needed for successful employment.

II. OCCUPATIONS TO BE SERVED

Trade and industrial education at the secondary level serves primarily the following job titles listed by the Office of Education code:

17.0302 - Auto Mechanics	17.2300 - Metal Working
17.1001 - Carpentry (Construction)	17.2206 - Welding
17.1002 - Electricity	17.2300 - Small Engine Repair
17.1500 - Electronics	17.9901 - Industrial Cooperative
17.1300 - Drafting	Training
17.1900 - Graphic Arts	17.9903 - Related Instruction

Programs in other trade and industrial areas may be established by school districts if local needs and resources permit. Course codes could include 17.0200, Appliance Repair; 17.0301, Body and Fender Repair; 17.0700, Commercial Art; 17.0900, Commercial Photography; 17.2700, Plastics; 17.9902, Broadcasting, and others.

III. PROGRAM REQUIREMENTS

A. General Requirements

Vocational education programs in trade and industrial education shall make up the advanced portion of a sequential industrial education program. When properly organized, industrial education includes a progression of activities which gives students the initial awareness, orientation, and exploration of industry and finally specialization and preparation leading to employability.

Industrial education includes both prevocational and vocational programs. Because of individual rates at which students master competencies, a properly designed industrial education program should not be highly structured according to grade level. However, to give direction and lend consistency to the industrial education programs that exist in Montana, trade and industrial programs will only be funded at grades 11 and 12 unless evidence shows that a school is offering vocational instruction at grade 10 as part of the program. It is further required that, 1) a prerequisite industrial arts¹ program or other prevocational course(s) must precede the trade and industrial program to allow students to explore several skill areas without commitment to a specific vocation; and 2) that sufficient counseling and guidance, career information, and exploration be provided all male and female students so that when they enroll in a trade and industrial program they can be considered committed to a chosen career area. Without these important services, programs may become filled with students who will not properly benefit from the training because they do not desire to enter the trade. Others with vocational goals may be denied enrollment as a result.

B. Organization and Content

1. Content

All programs of trade, industrial and technical education shall be designed in accordance with the standards of the occupation, in order that an individual may enter and advance within the occupation.

Content of all programs shall be derived from an occupational analysis of the trade or occupation in which the training is to be offered. The subject matter identified through the analysis shall be organized into instructional units and written courses of study.

As programs are developed or modified, individualized instruction should be an integral part of the curriculum. Objectives are to be written in a performance, behavioral, or measurable manner.

Contents of programs should not be restrictive in nature, but rather should provide flexibility in accordance with an ever changing industrial society.

Courses may be offered in any of the common trades such as, but not limited to, building construction, automotive, graphic arts and welding, or in subjects such as metalworking and industrial mechanics, that may be applied to a group of occupations.

¹ Certain industrial arts programs may be eligible for funding. See Industrial Arts Criteria, P. 40.

2. Organization and Scheduling

Secondary trade and industrial programs must be of sufficient duration to provide a realistic attempt to develop the employment skills necessary to enter the occupation at the minimum level described above.

Program must include both basic and advanced courses each offered a full year with two periods per day for grade 11 and three periods per day for grade 12 recommended. Minimum for approval is two periods per day for the advanced course and a full period each day for the basic course. A period must meet time requirements in accordance with accreditation standards for courses involving lab work which must meet 250 minutes per week. Schools with modular schedules must arrange suitable combinations to provide an equal amount of time.

Prior to the two-year trade and industrial program, provision must be made for students to explore a variety of fields so that they are able to make more meaningful choices for advanced training. Contained in the exploratory course(s) should be occupational information and awareness of what will be involved in further study.

3. Class Size

Determination of maximum class size for trade and industrial programs must consider the following:

- a. type of work being done
- b. type of equipment being used
- c. ease of supervision in the facility
- d. safety factors
- e. space that is available
- f. need for individual student instruction
- g. what resources, supplies, materials, etc., are available

Listed below are the generally accepted quality standards for class size and the maximum allowable class size for program approval:

<u>Program</u>	<u>Quality Standard</u>	<u>Approvable Maximum</u>
Appliance Repair	16	20
Auto Body	15	18
Auto Mechanics	15	18
Carpentry	14	16
Electricity/Electronics	16	20
Drafting (General & Machine)	18	22
Architectural Drafting	15	18
Graphic Arts	16	20
Metal Working	15	18
Welding	15	18
Small Engine Repair	18	20

*Deficiencies in some programs may dictate a lower maximum class size. Larger classes will be allowed by prior approval which will be granted only when evidence shows special factors, use of aides, a utilization of automated teaching systems or other factors which ensure that the larger number does not hinder the success of the program.

C. Facilities, Equipment and Resources

1. Space

There must be provided sufficient space for the organization of the laboratory or shop in a manner consistent with the methods and techniques used by modern industry or the trade as well as sound educational practices. Space requirements for new program facilities shall be designed accordingly. Specific square footage requirements are not listed due to the many variables that affect planning. The following factors need to be considered in designing facilities:

- a. number of students to be accommodated
- b. equipment provided
- c. work stations provided
- d. the need of insuring student and instructor safety
- e. the need of providing comfort and sanitation
- f. the need of providing adequate storage facilities
- g. the need of meeting building safety codes
- h. recognized standards of the trade, industrial or technical program being organized shall be used for planning purposes.
- i. the need for accommodating both male and female students.

2. Equipment

Provision shall be made:

- a. to have equipment available which will be comparable, insofar as practical, to that used in the occupation or trade being taught,
- b. to maintain equipment in good, usable manner,
- c. to have an adequate annual budget for the repair of equipment, for the replacement of equipment which becomes obsolete or worn, and for new types of equipment needed to keep instruction current.

3. Teaching Materials

Provision shall be made to insure that an adequate supply of materials is available not only for the manipulative activity, but for the related technical and other subject areas to be covered during the total instructional day. These materials include, but are not limited to:

- a. consumable pupil supplies
- b. consumable teacher supplies
- c. programmed instruction materials
- d. text and reference books
- e. audiovisual and other teaching aids.

D. Vocational Industrial Clubs of America (VICA)

1. Rationale

While the purpose of the instructional program of trade and industrial education is to give the student necessary occupation skills to enter the labor market it must be recognized that in a sound program the total education of the student must be considered. VICA programs give the student an opportunity to develop full potential in citizenship, leadership and character. This can be accomplished when the VICA program is conducted as a fully functional, integral part of the total vocational training program.

In addition to strengthening the instructional program, involving students in VICA activities helps them strive for personal development. This is accomplished in student initiated civic, educational, professional and social activities supervised by the trade and industrial instructor and administered by public school officials. VICA activities also foster respect for the dignity of work; promote high standards of trade ethics, workmanship, scholarship, and safety; and develop patriotism through the practice of democracy. See Appendix II.

2. Program Standard

Since an actively functioning vocational student organization is a key element of quality, the trade and industrial program will not be considered complete without integration of VICA activities.

E. Teacher Certification and Qualifications (See Appendix I)

1. Instructors of trade and industrial education must meet a five year (10,000 hour) obligation which should ensure a strong trade background. This may be satisfied by sufficient work experience augmented by educational course work or by a combination of work experience and college preparation.

Secondary trade and industrial instructors shall have completed recent work experience directly related to the occupational area being taught. The following minimums apply:

- a. A graduate with a teaching degree in trade and industrial education must have one year (2,000 hours) experience, and hold a Class II Certificate endorsed in the appropriate trade and industrial field (code 65).
- b. A non-degree man or woman or one with a degree in another field must have five years (10,000 hours) experience, and hold the Class IV Teaching Certificate.
- c. A person not meeting these requirements may receive credit for other educational and practical experience. This

will be evaluated on an individual basis by the Division of Certification, Office of Public Instruction, in cooperation with the consultant for Trade and Industrial Education. In some cases work experience credit may be allowed for successful completion of an approved trade competency exam or other background contributing to trade competency.

3. Professional Preparation

A total of fifteen (15) quarter credits of vocational education professional course work is required which may be earned by completing courses in the following subjects or prior-approved alternates:

- a. Job Analysis
- b. Principles and/or Philosophy of Vocational Education
- c. Teaching Methods in Vocational Education (specific to area being taught)
- d. Preparation of Instructional Materials
- e. Vocational-Technical Organization and Management
- f. Vocational Guidance

F. Cooperative Education

To bridge the gap between education and employment it is recommended that a cooperative experience culminate the trade and industrial program. Students in the co-op program will receive related classroom instruction in school and spend part of the school day on the job. Organization may be either as an Industrial Cooperative Training (ICT) program or as a trade area co-op.

ICT programs utilize a single instructor/coordinator who teaches the related course and coordinates with employers who hire students in a variety of trade areas. The single trade co-op involves an instructor/coordinator who teaches a trade such as welding and also supervises students placed in only that trade area as welders.

Expenses of the co-op program may be partially funded on the same basis as regular vocational programs. A single trade area cooperative program may substitute for the required advanced course in an approved trade and industrial program. See Criteria for Cooperative Vocational Education Programs, page 47.

G. Extended Contract, Vocational Student Organization Stipend

A contract of ten to twenty working days beyond the regular teaching contract is recommended for the trade and industrial instructor for the purpose of equipment maintenance, curriculum development, shop organization, and other tasks which stem from the diversity of the T. & I. programs. This work could be done before, after, or during the school year or any suitable combination. An alternative is to regularly schedule extra free time for these purposes. It is further recommended that VICA advisors be

compensated for the additional duties that may result from conducting an active student organization. This stipend should be determined and negotiated with respect to the current scale for similar duties performed by teachers in other areas.

H. Sex Equity Requirements

Refer to No. 14, p. 6 and p. 52-55 for requirements.

CRITERIA FOR THE APPROVAL OF SECONDARY HOME ECONOMICS
WAGE EARNING EDUCATION PROJECT APPLICATIONS

I. SCOPE

Home economics wage earning programs are designed to prepare individuals for gainful employment in occupations utilizing home economics skills and knowledge. Some of the occupations for which home economics education can contribute knowledge and skills to train an individual to be a worker in such occupations are:

Food Service - training to work in restaurants, cafeterias, hospitals, nursing homes, school cafeterias, fountain service and catering.

Child Care Services - training in work as an aide in a day care center, kindergarten, nursery school, Head Start.

Clothing Services - training to work as a dressmaker, dressmaker assistant, alterationist, clothing maintenance worker, retail clothing sales person.

Home and Institutional Services - training to work as a hospital aide, homemaker's assistant, motel-hotel aide.

II. OCCUPATIONS TO BE SERVED

Office of Education course codes applicable to home economics wage earning programs include:

09.0201 - Care and Guidance of Children
09.0202 - Clothing Management, Production and Service
09.0203 - Food Management, Production and Service
09.0204 - Home Furnishings, Equipment and Service
09.0205 - Institutional and Home Management and Service
09.0299 - Other Home Economics Occupational Preparation (includes HERO)

III. REQUIREMENTS

A. Sequence

Wage earning classes shall be offered for the length of time necessary to provide trainees with the necessary skills and knowledge required at the job entry level. A specific wage earning course, such as food service may be offered, or a home economics related occupations (HERO) course may be offered. *Work experience, simulated or real, shall be an integral part of the course of the program.*

B. Curriculum

1. All programs of home economics for wage earning occupations shall be designed to meet the objective of preparing individuals to enter the occupation.
2. Content for all programs shall be derived from an occupational analysis which identifies the job opportunities available, function of the job, responsibilities to be assumed by the workers, course content, criteria for evaluating qualifications of students as effective workers in a particular occupation, an understanding of job application, Social Security, unemployment compensation, and other laws affecting employees.

C. Selection of Students

Home economics wage earning programs shall be open to any interested students, male or female. No specific courses will be prerequisites, although it is recommended that students have one or two credits in home economics. Students entering the clothing services cluster should have advanced skills in sewing.

D. Time

The minimum weekly duration of home economics wage earning courses shall correspond with Paragraph 312.1 of Standards of Accreditation of Montana Schools. This requires at least 250 minutes per week of instruction time. Depending on the activities integrated into the course, longer time blocks may be desirable.

E. Instructor

The male or female instructor of wage earning programs related to home economics shall have a bachelor's degree in Home Economics Education plus one year of occupational experience in directly related work.

F. Facilities and Equipment

1. Space and equipment provided for the regular vocational consumer and homemaking program may also be adequate for the job-oriented programs. See page 37 for class size requirements.
2. Additional equipment and storage will be determined by the needs of the program and number of students to be served.

IV. SEX EQUITY REQUIREMENTS

Refer to No. 14, P. 6 and pp. 52-55 for requirements.

V. RECOMMENDATIONS

- A. Work in connection with an FHA/HERO chapter as an integral part of the home economics wage earning program is encouraged.

CRITERIA FOR THE APPROVAL OF SECONDARY CONSUMER AND HOMEMAKING
EDUCATION PROJECT APPLICATIONS

I. SCOPE

Consumer and homemaking education refers to education designed to help male and female students improve home environments and the quality of personal and family life. A quality consumer and homemaking program should provide the opportunity to obtain some competencies in each of the following: food, nutrition, human development, child development, parenting, clothing, housing, energy and management of resources with emphasis on selection, use and care of goods, services and other consumer responsibilities.

The program shall be designed to:

- a. Encourage greater consideration of the social and cultural conditions and students with special needs, especially in depressed areas.
- b. Prepare female and male youth and adults for the role of homemaker or to contribute to their employability in the dual role of homemaker and wage earner.
- c. Include consumer education as an integral part of all subject areas of home economics.
- d. Encourage preparation for professional leadership in home economics.

II. O. E. COURSE CODES FOR CONSUMER AND HOMEMAKING EDUCATION

Consumer and homemaking education programs include a variety of courses usually grouped under Office of Education course code number 09.0101 - Comprehensive Homemaking. Within a program, instruction may specifically relate to the following:

09.0102 - Child Development	09.0107 - Food and Nutrition
09.0103 - Clothing and Textiles	09.0108 - Home Management
09.0104 - Consumer Education	09.0109 - Housing and Home Furnishings
09.0106 - Family Relations	09.0199 - Other Consumer Homemaking

III. REQUIREMENTS

A. Curriculum and Scheduling

A vocational consumer and homemaking program shall be offered for not less than three years in grades 9 through 12. One of the following options for organizing the program may be selected:

1. A two-year sequential program plus a minimum of two semester courses available to juniors and/or seniors. No prerequisites shall be required for enrollment in semester classes. One or both of these semester classes may be wage earning as it relates to home economics.

2. A one-year comprehensive course followed by a minimum of four semester courses covering the broad scope of consumer homemaking education. One or two semester classes may be wage earning as it relates to home economics. When a one-year comprehensive course is offered in an accredited junior high school home economics program at the 9th grade level, a minimum of four semester courses shall be offered for grades 10, 11, and 12.
3. A three-year sequential program, Homemaking I, II, and III.

B. Time

1. The weekly duration of home economics courses shall correspond with Paragraph 312.1 of Standards for Accreditation of Montana Schools. This requires 250 minutes per week for lab courses.
2. A minimum of five regularly scheduled conference periods during the school week shall be provided for work in relation to program planning, contact with parents and work with individual students.

C. Instructor

1. The instructor shall have a bachelor's degree with a major in home economics education from a college or university approved for the training of vocational home economics teachers.
2. Credit requirements for home economics education majors are as follows and shall be taught in a school or department of home economics.

Family Life and Consumer Decision-Making - eighty (80) percent of required courses shall be distributed equally among the following: child development, family life, resource management, consumer education, clothing and textiles, food and nutrition, housing and furnishings and equipment.

Professional - twenty (20) percent of the requirement credits should be related to the strategies and techniques of teaching home economics. Courses included in this area may be adult education, curriculum, seminars, etc.

D. Facilities and Equipment

1. There shall be adequate space and equipment and teaching materials for the effective teaching of all phases of a vocational consumer and homemaking program including space for efficient storage of teaching materials, equipment and supplies.
2. The school administrator and home economics instructor shall

set up a budget annually for the equipment, operation and maintenance of the consumer and homemaking department.

E. Minimum Student Load Per Class, Lab Unit

1. Consumer Homemaking

Each consumer homemaking lab class, i.e. Foods and Nutrition, Clothing and Textiles and Child Development, should be limited to 20 and must not exceed 25 students per instructor. Furthermore, the following numbers of students per lab station is stipulated:

	<u>Ideal</u>	<u>Maximum</u>
Per Foods Lab Unit	3	5
Per Sewing Machine	1	2

Other consumer homemaking classes, i.e. Housing, Family Relations, Child Development (without lab) must be limited to 25 students per instructor.

2. Home Economics Wage Earning Programs

Each wage earning class must meet the consumer homemaking lab standards. In addition, each wage earning class should be limited to the following number of students per instructor:

<u>Ideal</u>	<u>Maximum</u>
20	25

Each wage earning cooperative class should meet the cooperative education standards. (See cooperative section, Part VI, p. 47)

F. Sex Equity Requirements

Refer to No. 14, P. 6 and pp. 52-55 for requirements.

IV. RECOMMENDATIONS

A. Work in connection with Future Homemakers of America as an integral part of the consumer and homemaking education program is encouraged.

CRITERIA FOR THE APPROVAL OF PRE-VOCATIONAL INDUSTRIAL ARTS PROGRAMS

I. SCOPE

Industrial Arts programs may be approved if they fulfill the intent of PL 94-482, the Vocational Education Act of 1963 as amended in the Education Amendments of 1976. Federal regulations dealing with industrial Arts are outlined as follows in Federal Register, October 3, 1977:

Section 104.591 Use of Funds.

A state may use funds under its basic grant (section 120 of the Act) when included in the approved five year state plan and annual program plan for industrial arts programs which meet the requirements set forth in 104.592.

Section 104.592 Industrial Arts Programs.

Industrial arts education programs which may be funded under 104.591 are those industrial arts programs which are designed to meet the purposes of this Act (including the elimination of sex stereotyping) and which: (a) Pertain to the body of related subject matter, or related courses, organized for the development of understanding about all aspects of industry and technology, including learning experiences involving activities such as experimenting, designing, construction, evaluating and using tools, machines, materials, and processes; and (b) Assist individuals in making informed and meaningful occupational choices or which prepare them for entry into advanced trade and industrial or technical education programs.

II. OCCUPATIONS TO BE SERVED

A comprehensive industrial arts program provides students with awareness, orientation, exploration, and prevocational experiences that relate to a wide variety of trade, industrial and technical occupations. The Office of Education course codes to be used in reference to approved industrial arts programs are:

99.0400 - Industrial Arts

99.0401 - Occupationally Oriented Industrial Arts

99.0402 - Prevocational Industrial Arts

III. REQUIREMENTS

To be approved for funding, school districts must meet the following criteria in addition to general vocational education requirements as outlined in the Montana State Annual and 5 Year Plans for Vocational Education. The school shall:

- A. Provide a program that incorporates occupationally oriented instruction in a cluster of occupational areas and/or pre-vocational training in an occupational area which is intended to prepare students for entry into a vocational education program at the secondary and/or postsecondary level.
- B. Provide adequate career guidance and counseling as an integral part of the program along with curricular design that introduces and explores the career opportunities in industrial fields.
- C. Provide assurance that the district will maintain its financial effort by expending from local funds an amount not less than that expended for operation of industrial arts programs the preceding year.
- D. Provide for a follow-up of students who complete program requirements.
- E. Provide laboratories, classrooms, and the instructional equipment and tools of adequate size, design, condition, and kind to facilitate the conduct of the program.
- F. Provide a teacher who holds a Montana secondary teaching certificate endorsed in Industrial Arts.
- G. Provide adequate local supervision and evaluation of the program to ensure accomplishment of program objectives.
- H. Submit such reports on enrollments, etc., as may be required by state policies and procedures.
- I. Provide for open enrollment of female and male students including the identification and correction of schedule conflicts, design of training activities to include participation of both sexes, and provision for unbiased information on career opportunities free of traditional sex stereotypes in recruitment activities.
- J. Assure that funds available through state and federal sources shall be used for the same additional cost items as are allowed in vocational education programs, but that emphasis will be placed on expenditures for adding or strengthening the activities assigned to increase student knowledge of industrial occupations and job information.

IV. PROGRAM INFORMATION

- A. Industrial arts programs are not designed nor intended to duplicate regular vocational education programs nor to prepare students for job entry.
- B. The funding pattern for industrial arts will follow the State Plan formula for the distribution of funds with an added provision that industrial arts programs will be funded at one half the average rate for regular vocational programs.

C. Requirements of Eligible Industrial Arts Programs

1. Occupationally Oriented Industrial Arts.

- a. Instruction must be offered at grades 9 and 10.
- b. Each of the four major clusters*, Communication, Construction, Materials, and Energy must be included in the course of instruction. This may be organized in a general shop setting or as a rotation among unit shops.
- c. Activities to provide students with knowledge of industrial occupations must be integrated into the program. Included will be instruction relating to a broad range of occupations and exploratory hands-on experiences typical of requirements in some selected jobs. Students shall be familiarized with training requisites, working conditions, wages or salaries, employment outlook, and other relevant information. Pertinent observations of work situations (actual or simulated), familiarization with available advanced training opportunities, utilization of *VIEW* materials, involvement in mass production and/or enterprise simulations, and high use of resource persons are among the activities to be considered for the program.
- d. A library of resources pertaining to industrial careers shall be established and maintained for student use.
- e. Program instructor(s) and guidance department counselors in a cooperative effort shall work with students to identify and develop individual aptitudes, interests, and capabilities.
- f. Close contact with the industrial community is vital and must be maintained through maximum use of resource persons, field trips, and other activities.
- g. An advisory committee for the program shall be active and include representatives of each cluster area.
- h. An organized student organization should be available for industrial arts student participation.
- i. Junior high or middle school courses as well as grade 11 and 12 industrial education programs must correlate with the program being offered.

*See the Montana Industrial Arts Curriculum Guide.

- j. It is recommended that an instructor with responsibility for the conduct of the program be contracted for an additional 10 days to coordinate development of supplementary materials and activities and to plan curriculum changes needed to implement the program.
- k. Each instructor shall complete a pre-service or in-service course or workshop designed to build instructor competence for teaching in an occupationally oriented industrial arts program. This shall be done within two years of the start of the program.
- l. Evidence of curriculum modification shall be a part of any program evaluation.
- m. Evaluation of student progress in the program shall include measurement of the degree to which they are knowledgeable in the area of occupational information.
- n. Maximum class size is 24 students.

2. Prevocational Industrial Arts

- a. Courses offered shall be scheduled for a minimum of 180 class periods per year, with 360 periods recommended. Block time (double period) is suggested for best time utilization. Levels of instruction are grades 11 and 12.
- b. Prerequisite exploratory course work is required to ensure that students have narrowed their choices for advanced study and can profit from more specialized training.
- c. Courses shall be designed to cover a single industrial field or cluster of related areas.
- d. Instructor shall carry proper secondary certification endorsed in Industrial Arts with the necessary course work as outlined in Standards for Accreditation of Montana Schools. (See Appendix III)
- e. Maximum class size shall be as stipulated for a trade and industrial program in the same subject field. (See page 28)
- f. Familiarization with available vocational-technical education opportunities will be stressed.
- g. Close contact with industry will be maintained to provide additional insight to students about the occupations related to the training area.

- h. Individuals must be provided information and explorations helpful for enrollment in advanced technical, trade and industrial programs.
 - i. Cooperation is to be exercised among instructors and guidance personnel to provide occupational counseling to students in the program.
 - j. A library of resources related to the employment aspects of the occupational field shall be established and maintained for student use.
 - k. It is recommended that instructors be employed for an additional 10 working days to coordinate curriculum development, implement the added occupational awareness phase of the program, and to maintain and organize equipment, facilities and other resources of the program.
- l. An active advisory committee shall assist with the program.
- m. Instructors shall complete a pre-service or in-service course or workshop designed to increase competency in conducting a prevocational industrial arts program within two years of the start of the program.
- n. Activities of an industrial arts or vocational student organization are recommended to be available to students as an integral part of the program.
- o. Proficiency standards, both for technical skills and for occupational knowledge, shall be established to identify the scope of the instruction and to be used in student evaluation. This will interface with a state level project now underway.
- p. A follow-up of students who have completed the program shall be conducted and results used in planning and program revision.

PART IV: SPECIAL VOCATIONAL NEEDS

INTRODUCTION

Special vocational needs as provided for in Public Law 94-482 is intended to ensure vocational education opportunities for the disadvantaged and handicapped. Federal law dictates that 30% of the basic Federal grant allocated to Montana must be set aside for programs to serve the Special Needs population of the state. These monies may be expended on programs to provide the prerequisites for success in a regular vocational program. Students who lack reading and/or math skills may be provided remedial academic programs directed towards successful participation in regular vocational classes. Prevocational or preparatory skills other than academic may be included in programs for Special Needs students. When a student does not possess the backlog of knowledge of the basic principles of vocational areas, special equipment and materials may be purchased to ameliorate these vocational deficiencies. In addition to these programs, tutorial services may be funded to heighten the student's chances for success in the regular vocational classroom.

POPULATION TO BE SERVED

The term "disadvantaged" means males or females (other than handicapped persons) who have academic or economic disadvantages which preclude success in a regular vocational classroom and require special services, assistance, or programs.

Academic disadvantage means that a person:

1. Lacks reading and writing skills;
2. lacks mathematical skills;
3. performs two years below grade level;
4. is a dropout; and/or
5. is a potential dropout.

Limited English-speaking ability means:

1. Individuals who were not born in the United States or whose native tongue is a language other than English; and
2. individuals who came from environments where a language other than English is dominant, and by reasons thereof, have difficulties speaking and understanding instruction in the English language.

Economic disadvantage means that:

1. Family income is at or below national poverty level;
2. participant or parent(s) or guardian of the participant is unemployed;
3. participant or parent of participant is recipient of public assistance; and
4. participant is institutionalized or under state guardianship.

"Handicapped" applies to a male or female who is:

1. mentally retarded
2. hard of hearing
3. deaf
4. speech impaired
5. visually handicapped
6. seriously emotionally disturbed
7. crippled (orthopedically impaired)
8. other health impaired including learning disabilities

The disadvantage or handicap must be to the extent that the student cannot succeed in the regular vocational education program without special educational assistance or a modified vocational education program.

Secondary students who are enrolled in Title I programs or Special Education classes are qualified participants in Special Vocational Needs Programs.

PROGRAM APPLICATION PROCEDURE

Prior to the submission of application for funding, a needs assessment must be initiated. The results of this assessment must be reflected in the body of the program proposal. The program proposal forms are sent to the educational agency by the Consultant for Special Vocational Needs upon request. The proposal contains the following elements:

- A. Title Page
- B. Background Data
- C. Body of the Proposal
 1. Problem
 2. Objectives
 3. Procedures
 4. Time Schedule
 5. Facilities and Equipment
 6. Guidance and Job Placement
 7. Evaluation
 8. Coordination with Other Programs
 9. Advisory Council
 10. Participants
 11. Personnel
 12. Board Commitment
- D. Assurances
- E. Estimated Budget and Matching Rationale

Two very important elements of this form are the budget and the matching rationale.

Section 110 of PL94-482 requires 50/50, or dollar for dollar match by the applicant. The expenditures which the applicant may use for matching purposes are clearly outlined on Page 178 of the Vocational Education Five Year Plan for 1978-1982.

Section 140 of PL94-482 provides for Special Disadvantaged programs in areas of high school dropout rate or high youth unemployment. These funds do not require matching monies. Page 180 of the Five Year Plan further discusses this source of funding.

FUNDING PROCEDURE

Special Needs projects are funded in the same manner as regular vocational programs. Forward funding and certification of expenditures are discussed on Page VI-1 of this manual.

TEACHER QUALIFICATIONS

Teachers must meet the certification requirements as stipulated in Section 200, paragraph 202.23 of the Board of Public Education Policies. See Appendix 1.

No Special Needs endorsement is mandatory; however, vocational teachers are encouraged to participate in Special Needs in-service workshops or on-campus extension courses offered by the University System.

SEX EQUITY REQUIREMENTS

Refer to No. 14, P. 6 and pp. 52-55 for requirements.

PART V: PROGRAM IMPROVEMENT, SECTION 130

Federal funds available to Montana under Section 130 of P.L. 94-482 in some cases can be applied for by local school districts although other agencies such as teacher training institutions are most often involved.

The categories are:

- Section 131 - Research
- Section 132 - Exemplary Programs
- Section 133 - Curriculum Development
- Section 134 - Professional Development
- Section 135 - Vocational Guidance
- Section 136 - Programs to Overcome Sex Bias

Further information concerning grants for these programs can be found in the FY 1980 Annual Plan for Vocational Education beginning on page 108. Current information on available funds can be obtained from Gene Christiaansen, Assistant Superintendent, Division of Vocational and Occupational Education, Office of Public Instruction. (See directory P. ii.)

PART VI: APPROVAL CRITERIA FOR COOPERATIVE VOCATIONAL EDUCATION PROGRAMS

I. SCOPE

Cooperative vocational education programs must provide male and female students with on-the-job experience and training along with vocational classroom instruction related to their occupational interests. A cooperative arrangement among the school, employer, and student is therefore necessary. Students' classroom activities and on-the-job experiences must be planned and supervised by the school and the employer to ensure that both activities contribute to the students' employability.

Any student may participate in a cooperative vocational education program who will benefit from such instruction and is able to attain the entry-level skills in the occupation for which he/she is seeking employment. Training experience and school attendance may be on alternate half days, full days, weeks, or other periods of time. Programs may be offered on a semester, full-year, and two-year sequence.

II. OCCUPATIONS TO BE SERVED

Cooperative vocational education programs at the secondary level may serve any of the job titles as listed by Office of Education codes in the following specific areas of training:

Distributive

Health Occupations

Trades and Industry

Wage Earning Home Economics

Office Occupations

Agriculture Occupations

III. PROGRAM REQUIREMENTS

A. Compliance Standards

1. The occupational needs of the community warrant the training of students.
2. There must be student interest in a cooperative education program and in the occupational offerings available.
3. The employment of a student-learner must not have the effect of displacing a worker employed in the establishment.
4. The facilities of the employer of cooperative education students shall be inspected and approved for adequacy and safety by the teacher-coordinators.
5. *The student-learner, during the training experience, shall be under the direct supervision of the designated on-the-job trainer, particularly when the work is in occupations classified as hazardous on machines or processes that are classified as hazardous.*

6. Vocational instruction related to the student's occupational objective shall be provided.

A qualified teacher-coordinator must be responsible for the program.

An advisory committee, with representative from labor, management, education, and student-learners, must be established for each specific area of training, i.e., distributive, health occupations, trades and industry, wage earning, office and agricultural education.

A signed training agreement must be prepared between the participating employer, educational agency, and trainee.

Students placed in cooperative training stations must be compensated at least at minimum wage standards.

Forty (40) cooperative students is the maximum per coordinator.

The cooperative coordinator must be provided with coordination time over and above his/her regular preparation period(s). A minimum of one hour of coordination time per day must be allotted for every twenty (20) cooperative vocational education students.

The coordinator shall be employed for an extended contract of at least 10 days while school is not in session to assist students in finding jobs, developing training stations, etc.

Student placement for the first year of operation should be a minimum of 50% of the students enrolled in a specific cooperative program. Placement in successive years of operation should reach a level of 75-80%.

B. Instructor Qualifications

The cooperative vocational education teacher-coordinator shall have the following qualifications:

1. Coordinators shall hold a valid Montana teaching certificate endorsed in the applicable vocational area.
2. Coordinators shall have had at least one year of occupational experience in a related field.
3. Coordinators shall have earned a minimum of fifteen (15) quarter credits in vocational education, including administration of cooperative education and coordinating practices.

C. Funding for Cooperative Vocational Education Programs

Areas of cooperative vocational education programs that may be considered as excess costs and thereby claimed as a reimbursable expenditure are:

1. Extended contract salary - that time prior to and immediately following the school year which is used by the teacher-coordinator to cultivate training stations, make home visitations, place students, and evaluate his/her program.
2. Coordination time during the school day - That time during the school day which is used by the teacher-coordinator to coordinate individual trainees' on-the-job activities. As an example, if one third (1/3) of the teacher-coordinator's time during the day is devoted to on-the-job coordination, then one third (1/3) of his/her salary must be considered an additional cost item.
3. Coordinator's travel expenses - those travel expenses incurred by the teacher-coordinator in coordinating on-the-job activities of students.

D. Sex Equity Requirements

1. An employer with whom a contract is made shall be an equal opportunity employer and should interview and place male and female students in work experience dependent on their interests and abilities rather than cultural sex role stereotypes.
2. The advisory committee shall have representation of both sexes and racial and ethnic minorities found in the region the council serves.
3. Female and male student-learners shall be paid on an "equal pay for equal work" basis within the same firm.
4. Refer to No. 14, p. 6 and pp. 52-55 for other sex equity requirements.

PART VII: ADULT (PART TIME) VOCATIONAL EDUCATION PROGRAMS

Funding support for programs of Adult Vocational Education is not currently available from state nor federal sources, except in the case of Special Needs and other set aside sections. In the event that allocations are made in future State Plans for this purpose, guidelines and information about application procedures will be transmitted to School Districts.

Assistance with Adult Vocational Education Programs being conducted through local resources is available upon request from the consultative staff of the Office of Public Instruction.

PART VIII: MONTANA VIEW

Project VIEW (Vital Information for Education and Work) is a career information system which assists students in determining their future educational and occupational goals. Information on over 350 employment positions is provided on microfilm cards called VIEWscripts which contain:

1. Brief statements about the career;
2. Requirements and qualifications; that is personal traits, aptitudes and physical abilities;
3. Preparation and training necessary;
4. Prospects and opportunities;
5. Detailed information on each occupation;
6. Salary information, working hours and fringe benefits;
7. Sources of additional information; and
8. Related careers.

The material is presented in an easy-to-read form, and the microfilm reader has been designed to be utilized independently by students. These factors make the system attractive to students who have had little prior experience with career information. Guidance counselors appreciate the low-cost and up-to-date career reference materials, while teachers have found the materials to be useful whether working with students on a group or individual basis.

Employment opportunities in Montana are constantly changing as are the skills, knowledge, and training required for particular positions. Individuals of both sexes and all racial and ethnic backgrounds are beginning to choose occupations with less regard for their physical characteristics and more concern for their abilities and aspirations.

These factors highlight the need for a systematic approach to maintain a current bank of occupational and educational information (Project VIEW). The State Project VIEW Consultant updates material by interviewing individuals employed in specific occupational areas, labor unions, and agencies in a continuous process. The Consultant also develops and adds new VIEWscripts to the current VIEW deck.

VIEW materials are provided upon request to public and private secondary schools, postsecondary schools and other populations (e.g.: adult education classes; job placement centers at the state prison, adult probation and parole offices; the Social and Rehabilitation Services learning center; and any other educational program needing the material). VIEW materials are free of charge, with the stipulation that the user must furnish the necessary microfilm reading equipment.

Original VIEW materials were written with reference to sex preference and characteristics in several occupational areas. The State Project VIEW Consultant has devoted much time and energy to eliminate sex-bias and stereotyping by editing all VIEW materials. Each narrative has been carefully reviewed for sex bias as scripts have been updated.

PART IX: SEX EQUITY IN VOCATIONAL EDUCATION HUMAN POTENTIAL DEVELOPMENT

I. INTRODUCTION

One of the priorities of Title II of the Vocational Education Act of 1976 is the development of programs to overcome sex discrimination, sex bias, and sex stereotyping in vocational education. This Act complements Title IX of the Educational Amendments of 1972 which prohibits sex discrimination in educational policies, programs and practices.

Title II defines sex discrimination as "any action which limits or denies a person or a group of persons opportunities, privileges, roles, or rewards on the basis of their sex." It is sex discrimination in its various forms which is prohibited by the provisions of the regulations to implement Title IX.

Title II also acknowledges the existence of sex bias, which is defined as "behavior resulting from the assumption that one sex is superior to the other" or "differences assigned to different sexes, not related to physical attributes"; and sex stereotyping, which is defined as "attributing behaviors, attitudes, abilities, interests, values, and roles to a person on the basis of their sex."

Title II moves beyond Title IX to establish administrative procedures, program priorities, and funding sources for positive efforts to overcome sex bias and sex discrimination in vocational education. It reflects a recognition that the prohibition of sex discrimination is not sufficient to modify long existing patterns of sex segregation in education and work, and it provides legislative support for the initiation of active efforts to modify biases and stereotypes which maintain these patterns.

II. PURPOSE AND SCOPE

To develop and carry out such programs of vocational education in Montana so as to overcome sex discrimination, sex bias, and sex stereotyping in vocational education programs (including programs of homemaking) and thereby furnish equal educational opportunities in vocational education to persons of both sexes.

III. STATEMENT OF PHILOSOPHY

It is the primary responsibility of vocational educators to provide all students with the knowledge and skills needed for successful job entry into the world of work. All paid and nonpaid work should be treated as honorable and worthy of respect; no job or job choices should be downgraded or considered incompatible with a person's sex.

Instead, both male and female students should be offered more career options based on ability and informed personal interest.

Therefore, it is the responsibility of vocational educators to provide programs free of sex bias, sex discrimination, and sex stereotyping and to emphasize the importance of lifetime occupational planning for both males and females. The need to assume financial responsibility for self and others is not limited in our society to members of one sex.

It is possible in such an instructional environment to develop students' potential to the fullest and to ensure their placement in a work environment which is financially and psychologically rewarding to every individual and to society as a whole.

The Human Potential Development Consultant in the Department of Vocational and Occupational Services is in charge of developing, administering and evaluating programs to eliminate sex bias and sex stereotyping. The consultant's job includes evaluating all vocational education programs in the state for sex bias and stereotyping; creating an awareness of programs and activities which seek to reduce sex bias and stereotyping; assisting local school districts in improving vocational education opportunities for men and women in nontraditional program areas; reviewing Title IX self-evaluations; monitoring employment practices; collecting, analyzing and disseminating data on the status of men and women students and employees in state vocational education programs.

IV. GUIDELINES

The following guidelines have been developed to assist local school districts in complying with the requirements set forth by Title II of the Education Amendments of 1976. These elements will be incorporated into all forms required for local program applications, evaluations and reports.

A. Administration

1. Follow equal employment opportunity (EEO) guidelines in the employment of vocational education personnel.
2. Initiate in-service training designed to change attitudes and behaviors that perpetuate sex stereotyping and bias in the school.
3. Establish and encourage standards governing the use of non-sexist texts, materials, tests and procedures.
4. Establish procedures for describing and communicating to the community that all programs are available to all students irrespective of sex.

5. Eliminate any conditions that could limit students' access to vocational programs.

6. Review Title IX self-evaluation including what corrective actions have been taken to ensure equal educational opportunity.

B. Local Vocational Advisory Councils

A local advisory council should have an appropriate representation of both sexes, to include women and men with backgrounds and experiences in employment and training programs, and who are knowledgeable with respect to the educational experiences and problems of sex discrimination and stereotyping in job training and employment. The council should have an appropriate representation of the racial and ethnic minorities found in the program areas, schools, community, or region which the local council serves.

C. Vocational Education Program

1. All vocational education and related courses/programs must be open to both male and female students ensuring career options to both sexes.
2. All course descriptions, title, curriculum and instructional materials in vocational education programs should be designed to ensure that female and male students are treated equally so that sex stereotypes and biases are not perpetuated.
3. Program and course content should reflect the importance of lifetime occupational planning for both male and female students.
4. Program and course content should include factual career and employment information free of sex stereotyping and sex bias allowing students to make occupational decisions based on ability and informed personal interests.
5. Assure that equipment and facilities are available and suitable to accommodate the participation of both sexes.

D. Vocational Educators

1. Review, evaluate, and revise curricular, instructional materials and classroom procedures that create or reinforce sex-role stereotypes, and use resource persons that provide role models of both women and men in all occupational fields.
2. Develop curricular and instructional materials that include up-to-date, bias-free information concerning careers and the changing occupational roles of men and women.

3. Develop an effective informational program to encourage students of one sex to consider enrolling in classes dominated by the other sex; and develop procedures for supporting those students so that they can achieve success.
4. Participate in in-service training designed to change attitudes and behavioral patterns that perpetuate sex bias and stereotyping.

E. Vocational Guidance and Counseling

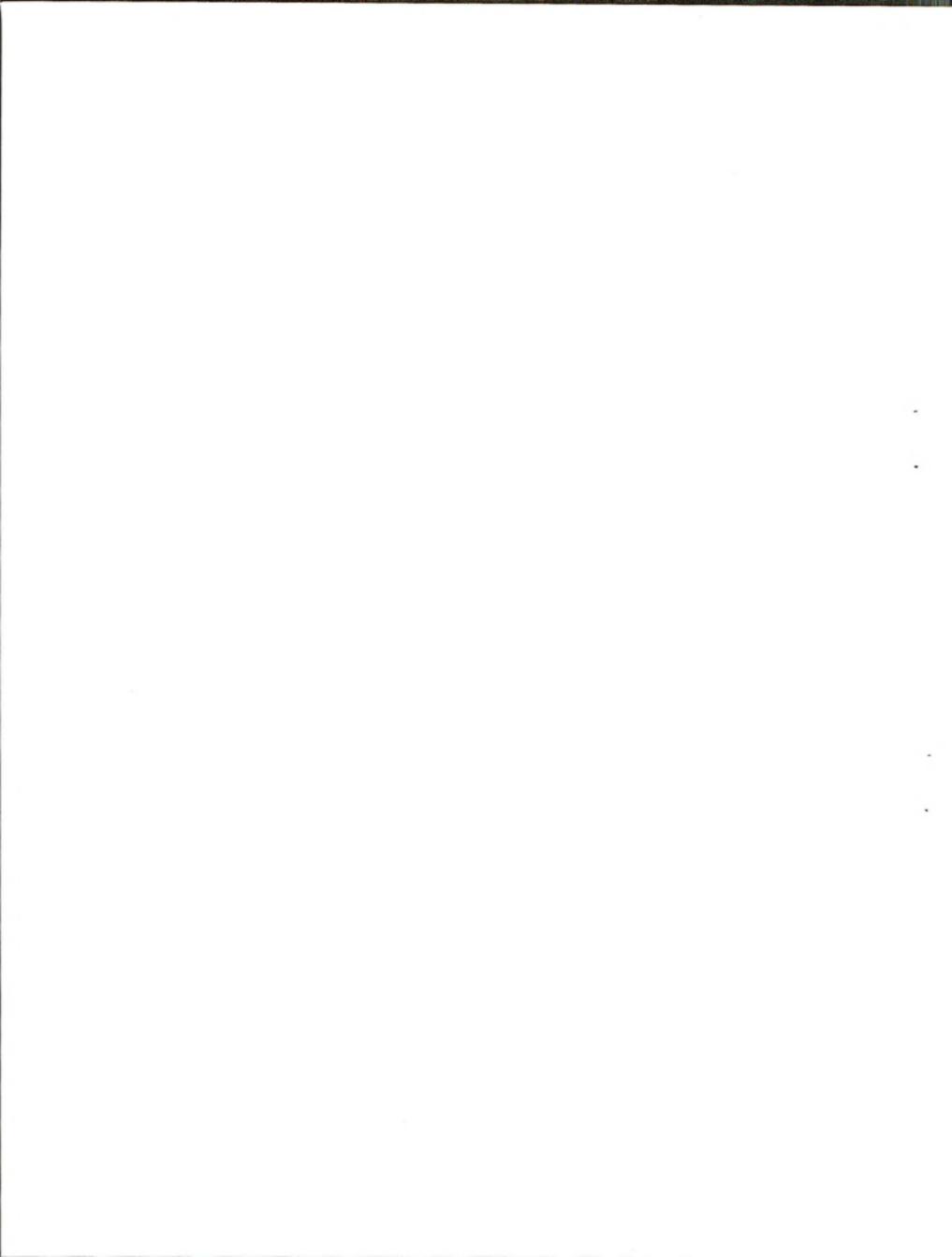
1. Vocational counseling should be a responsibility shared by both guidance counselors and vocational teachers.
2. Vocational education programs offered in public school systems should reflect labor market needs.
3. The best available labor market data should be collected to permit students to look across occupational fields to see and compare current demand and current earning potential of occupations, and be assembled in a form that does not suggest that some occupations are women's and some occupations are men's.
4. Assure that students have access to a full range of occupational fields and vocational education programs to enable the students of both sexes to consider careers dependent on skills, interests, and abilities rather than sex stereotypes.
5. Be sensitive to the ways in which personal stereotypes and biases affect the counseling provided to students and be receptive to information and activities such as in-service programs that help to eliminate personal stereotypes and biases from contacts with students.

F. Student Organizations

Membership should be comprised of both male and female students and a special effort be made to assure both males and females are active in the vocational fields which they represent.

G. Cooperative Vocational Education Programs

Policies and procedures should be adopted to assure that the student entering nontraditional areas of employment has equal access to the training opportunities of cooperative education programs.



APPENDICES

APPENDIX I	LOCAL TEACHER CERTIFICATION REQUIREMENTS
APPENDIX II	RATIONALE FOR VOCATIONAL STUDENT ORGANIZATIONS
APPENDIX III	ENDORSEMENT REQUIREMENTS FOR INDUSTRIAL ARTS
APPENDIX IV	SAMPLE FOLLOW-UP FORM AND LETTER
APPENDIX V	FORM VZ10479 DEFINITIONS OF VOCATIONAL EDUCATION TERMS
APPENDIX VI	FORM VZ10281 ACCOUNTING CODES

APPENDIX I

202.23 LOCAL TEACHER CERTIFICATION REQUIREMENTS

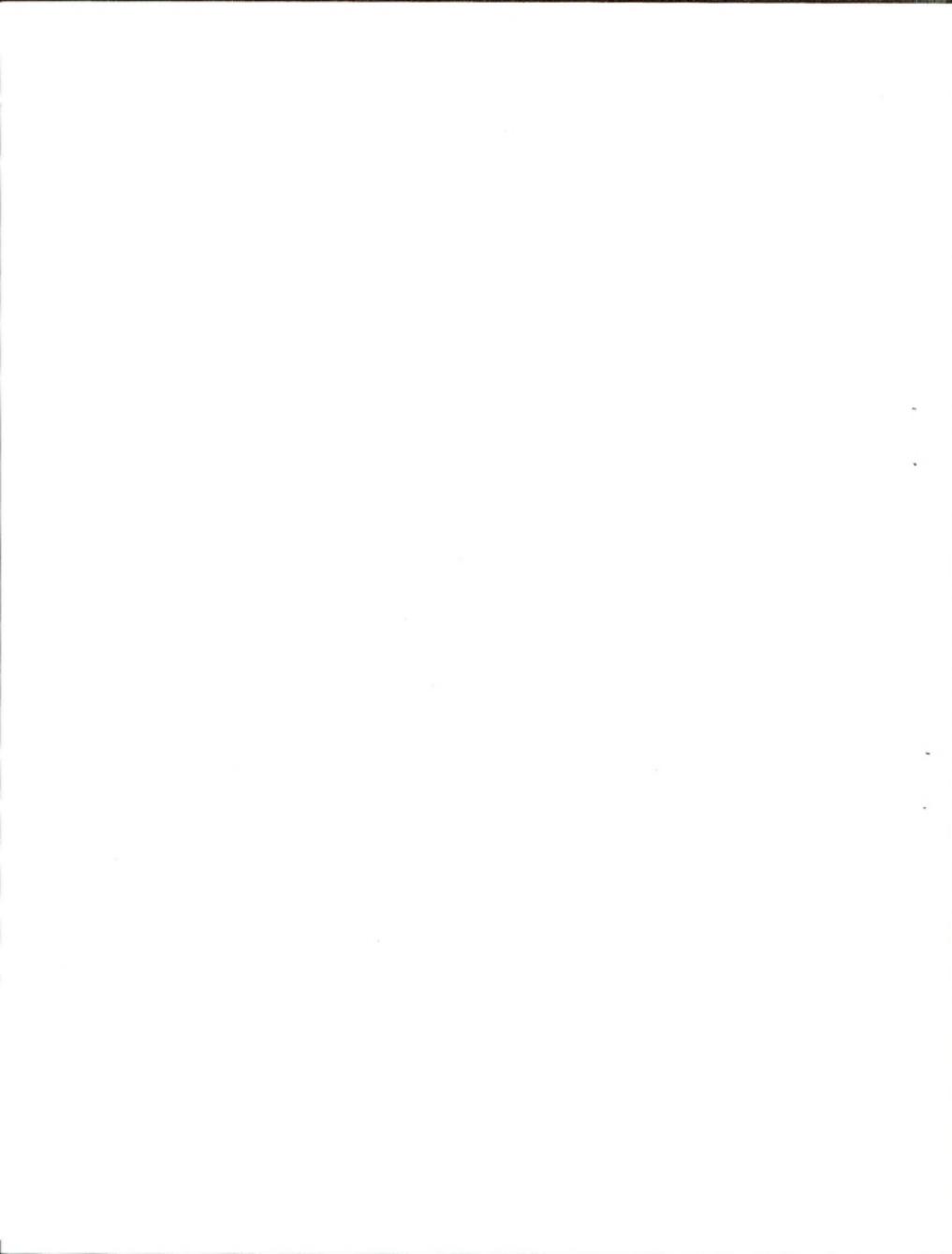
1-2

Vocational education instructors must have a combination of work experience and education that directly contributes to the competencies required in the occupational area being taught. The following minimums apply:

1. Degreed Teachers

- a. Agriculture Occupations - Bachelor's degree in Agriculture Education plus one year occupational experience.
- b. Business and Office Occupations - Bachelor's degree in Business and Office Education plus one year occupational experience.
- c. Health Occupations - Bachelor's degree in professional health field plus one year occupational experience within the last five years.
- d. Home Economics, Consumer - Bachelor's degree in Home Economics Education.
- e. Home Economics, Occupational - Bachelor's degree in Home Economics plus one year occupational experience.
- f. Marketing and Distributive Occupations - Bachelor's degree in Distributive Education plus one year occupational experience.
- g. Technical Occupations - Bachelor's degree in Technical, Scientific, or Mathematical Education plus one year occupational experience.

- 1 "Superintendent of Public Instruction Policies and State Administrative Procedures for Vocational Education in Montana," November 9, 1979, Page 16.
- 2 Presently teachers must hold teaching certificates endorsed for the subjects being taught. Types of certificates are outlined in Questions and Answers on Certification of Montana Teachers and School Administrators, Office of Public Instruction, Tenth Edition, July 1981. Vocational education teachers must also meet requirements in these policies. Revisions are now in progress to incorporate all requirements into a single certification policy which, when implemented, will amend and clarify the obligations of the vocational instructor.



- h. Trade and Industry - Bachelor's degree in Trade and Industrial Education plus one year occupational experience or a Bachelor's degree in Industrial Arts Education¹ plus three years occupational experience.
- i. Cooperative Program Coordinator - Bachelor's degree in an occupational field of education plus one year of occupational experience in a related vocation or trade. The candidate must be able to work with individual employers in designing specific training stations for cooperative students.

2. Non-degree Teachers

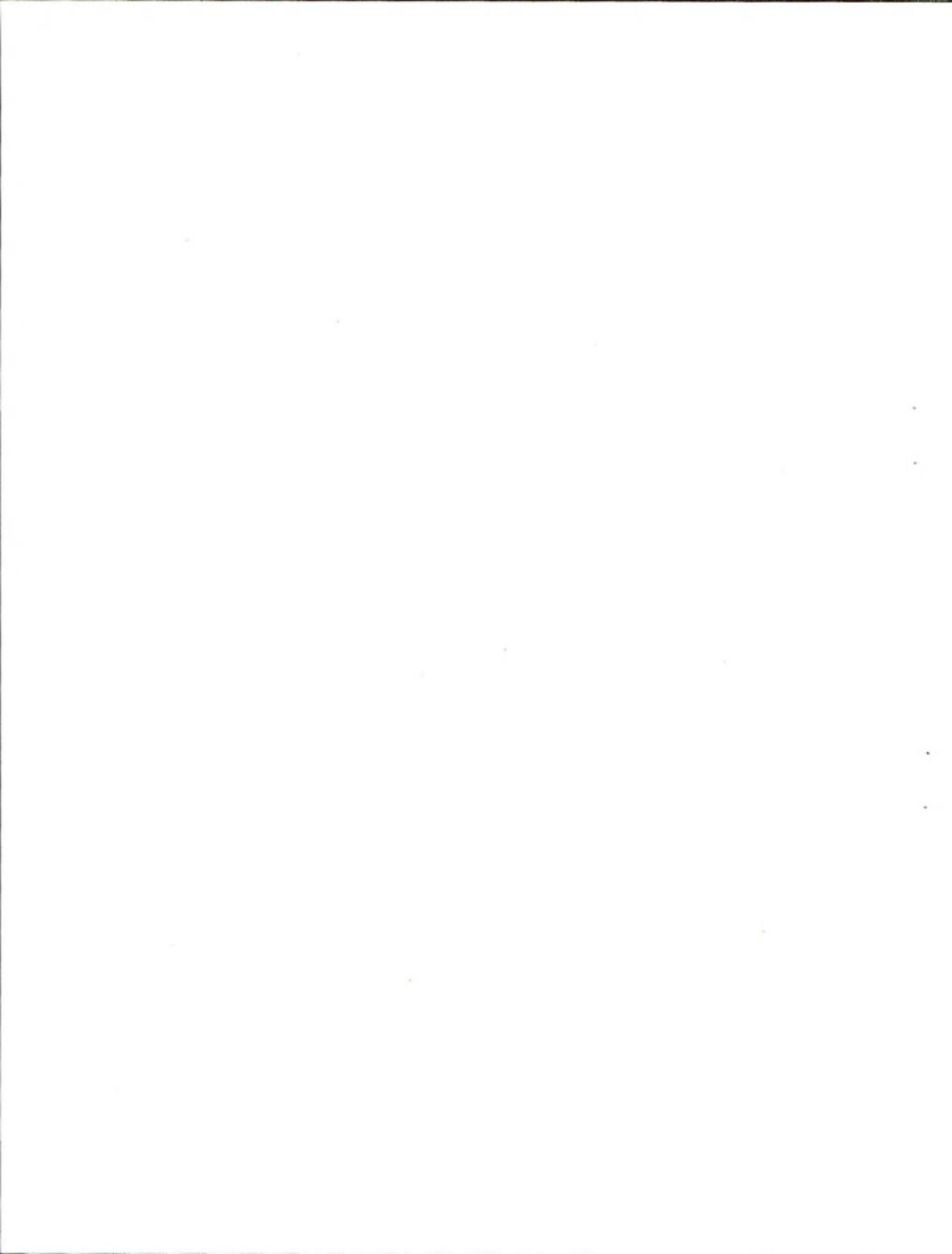
- a. Five years occupational experience (refer to 4)
- b. Twelfth grade education or equivalent.
- c. Within five years of initial certification, acquisition of 15 quarter credits of college work in general education and 10 credits or its equivalent of student teaching. Three years teaching experience on a temporary certificate may be substituted for the student teaching requirement as determined by state policies for waiver of student teaching.

3. Professional Preparation

In addition to the requirements in 1 and 2, all vocational education instructors must complete six professional vocational courses or their equivalent in the following topics:

- a. Educational Principles or Philosophy
- b. Curriculum Construction or Job Analysis
- c. Preparation of Instructional Materials
- d. Teaching Methods - Vocational Subjects
- e. Organization and Management
- f. Vocational Guidance

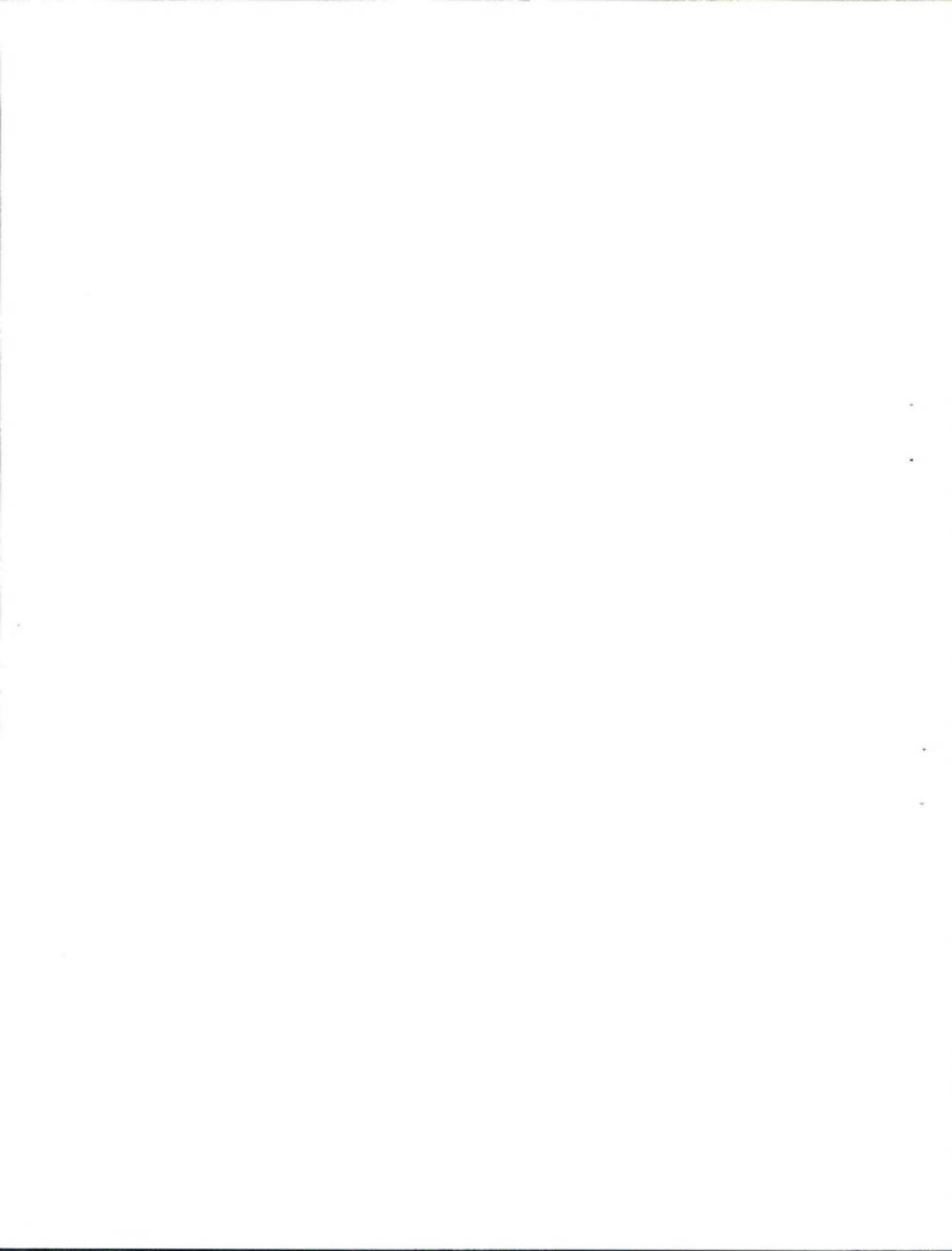
¹ An instructor with a certificate endorsed in Industrial Arts, Code number 62, in order to teach in an advanced, unit course which is categorized as Trades and Industry, must meet minimum credit requirements as listed in "Endorsement Requirements for Accreditation, Secondary Schools," Office of Public Instruction, April, 1978. If the Trade and Industrial program is to be eligible for funding, vocational requirements including work experience must also be met. See Appendix III.



4. Criteria for Evaluating Occupational Experience

- a. A resume of occupational experience must be submitted listing dates and estimated total hours of employment, specific duties and task performed, names and addresses of immediate supervisors, and other material which serves as evidence of occupational experience applicable to the teaching area.
- b. Part-time, self-employed, military, and specialized occupational experience will be evaluated on an individual basis.
- c. When required in licensed programs, the instructor must meet occupational licensing standards of the appropriate regulating agency.
- d. Successful completion of an approved trade competency exam may substitute for a portion of the work experience requirement.

All persons employed after November 1977 must meet the above minimum standards.



APPENDIX II

VOCATIONAL STUDENT ORGANIZATIONS

- A. "The United States Office of Education recognizes the concept of total student development as being necessary for all vocational technical education students to enter the labor market and to assume successful roles in society." Further, "The United States Office of Education recognizes the educational programs and philosophies embraced by....vocational education student organizations as being an integral part of our vocational education system of training. The responsibility for instructional programs in related activities rests with the states and localities. It is our belief that increased efforts on the part of state education agencies to recognize and encourage the growth and development of these vocational student organizations are highly important and deserve the support of all leaders in American education." (From the U.S.O.E. Policy Statement, September 1977)
- B. Superintendent of Public Instruction Policies and State Administrative Procedures for Vocational Education in Montana provides the following definition:

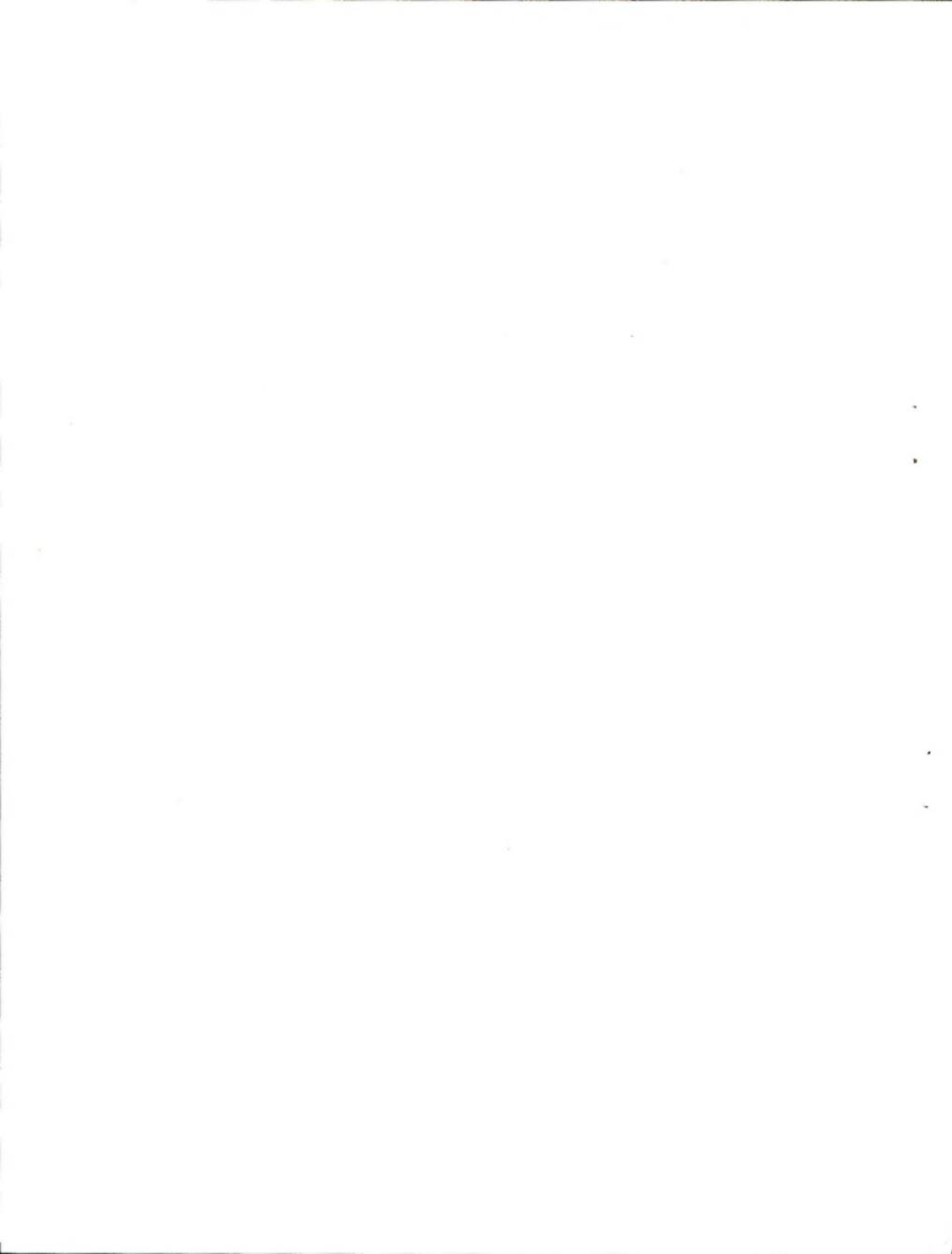
"Vocational Student Organization: An organization of students in vocational programs which serves members by providing opportunities for leadership, citizenship and character development. The organization enhances the vocational instructional program by providing motivation for personal achievement and appreciation of life roles. Activities are considered an integral part of the program and are carried out at local, state and national levels in affiliation with such organizations as Future Farmer of America, Future Homemakers of America, Distributive Education Clubs of America, Office Education Association, or Vocational Industrial Clubs of America."

Each vocational program instructor is encouraged to fully participate as an advisor to the local student organization chapter.

- C. Rules and regulations published pursuant to the Vocational Education Act of 1963 as revised by the Education Amendments of 1976 state in section 104.513 that "a state may use funds under its basic grant to support activities of vocational education student organizations which are described in its approved 5-year state plan, and annual program plan and which are: 1) an integral part of vocational instruction offered, etc." The regulations further describe what an integral part of vocational education includes.
- D. The advantages of student involvement in vocational student organization activities cannot be over emphasized. An actively functioning DECA, FFA, FHA/HERO, OEA, or VICA chapter contributes much to a student's ability to make a successful transition from school to work and life. A program not offering students the opportunity of involvement in leadership and personal training of this type as an integral

part of the program, will not be considered a quality vocational education program. Presently, FFA and DECA are required and OEA, FHA/HERO, and VICA are strongly recommended for their respective programs.

- E. Vocational student organizations should encourage the participation of both male and female students in all aspects of the organization.



APPENDIX III
 TAKEN FROM:
 ENDORSEMENT REQUIREMENTS FOR ACCREDITATION
 Secondary Schools
 Adopted April 1968 and amended April 1978
 Page 5

<u>If your assignment is: (subject)</u>	<u>You should be endorsed in: (subject & code number)</u>	<u>Specific credit re- quirement</u>
Metal Working	I. A. (62)	15 credits in General Metals
Welding	I. A. (62) or T & I (65-Welding)	10 credits in Welding if endorsed in (62)
Machine Shop	I. A. (62) or T & I (65-Machine Shop)	10 credits in Machine Shop if endorsed in (62)
Power Mechanics (includes energy & transportation)	I. A. (62)	10 credits in Power Mechanics
Small Engines	I. A. (62) or T & I (65-Auto Mechanics)	5 credits in Small Engines if endorsed in (62)
Auto Mechanics	I. A. (62) or T & I (65-Auto Mechanics)	15 credits in Auto Mechanics if endorsed in (62)
Electronics	I. A. (62) or T & I (65-Electronics)	15 credits in Electronics if endorsed in (62)
Mechanical Drawing or Drafting	I. A. (62) or T & I (65-Drafting)	6 credits in Mechanical Drawing if endorsed in (62)

STATE OF MONTANA
Office of Public Instruction
Ed Argenbright, Superintendent
Helena, MT 59620

APPENDIX IV

HIGH SCHOOL VOCATIONAL EDUCATION
FOLLOW-UP QUESTIONNAIRE

Name _____
Last _____ First _____ Middle Initial _____

Address _____
Street _____ City _____ State _____ Zip _____

Please respond to the following:

1. a. What is your current educational status? (check one)
 Currently attending school full-time
 Currently attending school part-time
 Not currently attending school

- b. Is your area of study
 Related to field of vocational training?
 Not related to field of vocational training?

2. What is your current employment status? (check one)
 Employed (includes part-time and temporary employment; does not include full-time military service)
 Employed (full-time military service)
 Unemployed (not employed, but actively seeking employment)
 Not in the labor force (not employed and not seeking employment because of choice, illness, full-time student status, or other such reasons)

3. Please provide the following information on your present job.
 - a. Name of company or firm (if self-employed, please write "self") _____
 - b. Company or firm mailing address _____
 - c. Your immediate supervisor _____
 - d. What is your job title? _____
 - e. What are your major job duties? _____

4. Is your job related to your field of vocational training?
 Yes, it is directly or closely related.
 No, it is only remotely related or is not at all related.

5. Please indicate your hourly wage: \$ _____ per hour.

6. In light of your experience on your job(s) since leaving high school, how would you rate the overall training you received in your vocational program at the high school level?
 Excellent Very Good Adequate Inadequate

7. Please make comments or suggestions on the reverse side of this form on how your high school could improve the vocational education program in which you were enrolled. (reverse side)

8. What activity in high school, in terms of your current occupational and employment status, was of most benefit to you?

First _____

Second _____

9. I grant permission to obtain additional information from my present employer related to my vocational training for the job which I presently hold.

____ Yes ____ No

If yes, please sign: _____

Comments:

(School Heading)

(Date) _____

(Name) _____

(Street Address) _____

(City) _____ (State) _____ (Zip Code) _____

Dear _____ :

The _____ vocational department is seeking your help. We are asking you for about ten minutes of your time. We are attempting to learn more about our graduates. You can assist us by cooperating in the follow-up effort.

After you have answered the few short questions we have asked, please give us your candid, honest opinion about the (insert name of school) program and how you feel we might improve.

As an enclosure with this letter is a stamped self-addressed envelope which you can use to return the questionnaire. Thank you for the courtesy of your assistance.

Very sincerely yours,

Enclosure

State of Montana
 Office of Public Instruction
 Ed Argenbright, Superintendent
 Helena, MT 59620

ACCOUNTING CODES FOR
 SECONDARY VOCATIONAL EDUCATION PROGRAMS

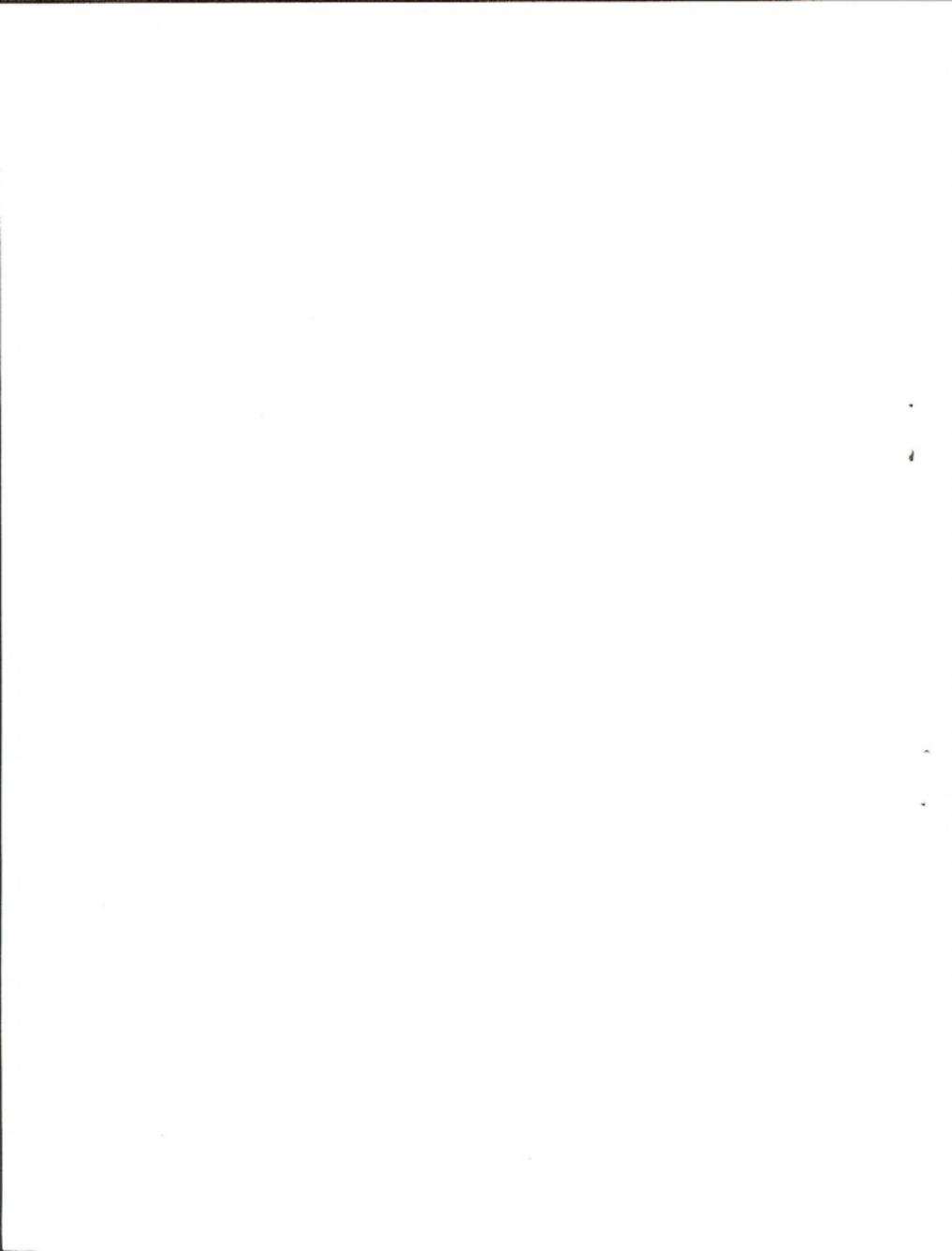
This accounting code should be used for secondary vocational education programs in preparation of the estimated budget for vocational education projects and when preparing your Certified Expenditure Report. *Federal Monies*—Fund 08, Subfund 09. *State Monies*—Fund 08, Subfund 01.

Vocational education funds may only be used for expenditures made in connection with an approved project for which the funds were authorized. In no case should an expenditure or commitment to purchase be made prior to project approval.

Instruction: Activities dealing directly with supervision of vocational instructional personnel, such as principals and local coordinators of vocational education programs, and with the teaching of students under the definition of the vocational education program.

- 0211 *Principal/Coordinator salaries.* Report applicable portion of the gross salaries of professional vocational supervisory personnel. Principal: prorate using the ratio of instructors to the one administrator responsible for vocational education. Example: 23 instructors in school, 1 full-time ag instructor. Therefore, 1/23 of the administrator's salary is applicable to the vocational agriculture program. Vo-Ed Coordinator: Use ratio of Vo-Ed personnel to the full-time or part-time coordinator.
- 0212 *Instructors' salaries.* Gross salaries of vocational instructional personnel.
 - a. 9-month salary—Report only the percent of the instructor's salary applicable to the vocational approved portion of the instructor's responsibility.
 - b. *Extended contract salary—Report any salary paid for vocational responsibilities in addition to the 9-month contract.
 - c. *Vocational student organization advisory stipend—Report any stipend paid to the vocational instructor for advising a vocational student organization.
- 0213 *Clerical salaries.* Gross salaries of secretarial and clerical personnel for vocational instructional staff (percent applicable).
- 0232 **Instructional supplies.* Expenditures for all supplies constructively consumed in the teaching-learning process.
- 0233 **Instructional minor equipment.* Expenses for the purchase of instructional equipment having a unit cost of less than \$300.
- 0252 *Inservice training expenses.* Expenses related to inservice training, such as substitutes for vocational instructors who are away on related inservice training.
- 0258 **Instructional travel expenses.* Expenses for approved instructional travel.
- 0285 *Consultant's fees.* Expenses for approved consultant's fees.
- 0288 *Consultant's travel.* Expenses for approved consultant's travel.
- 0734 **Repair, maintenance and leasing.* Repair, maintenance and leasing expenses of instructional equipment.
- 1164 **Instructional major equipment.* Expenses for initial or additional items of equipment having a unit cost of \$300 or more.
- 1059 Miscellaneous and other current expenses. All other miscellaneous expenses applicable to vocational education, such as: SS, TR, PERS, etc.

VZ10281



STATE OF MONTANA
 Office of Public Instruction
 Ed Argenbright, Superintendent
 Helena, MT 59620

**DEFINITIONS OF
 VOCATIONAL EDUCATION TERMS**
 (See Admin. Rules of Monta., Sec. 48-2.26 (1) - 52600)

ADULT VOCATIONAL EDUCATION PROGRAM is a program designed for persons 16 years of age or older who have completed or left high school; are employed or underemployed and who need training or retraining (less than 25 hours per week) to enter the labor market or to achieve stability or advancement in employment. Consumer and homemaking enrichment courses are included under this definition. Training may include supplemental, apprentice and short-term preparatory programs.

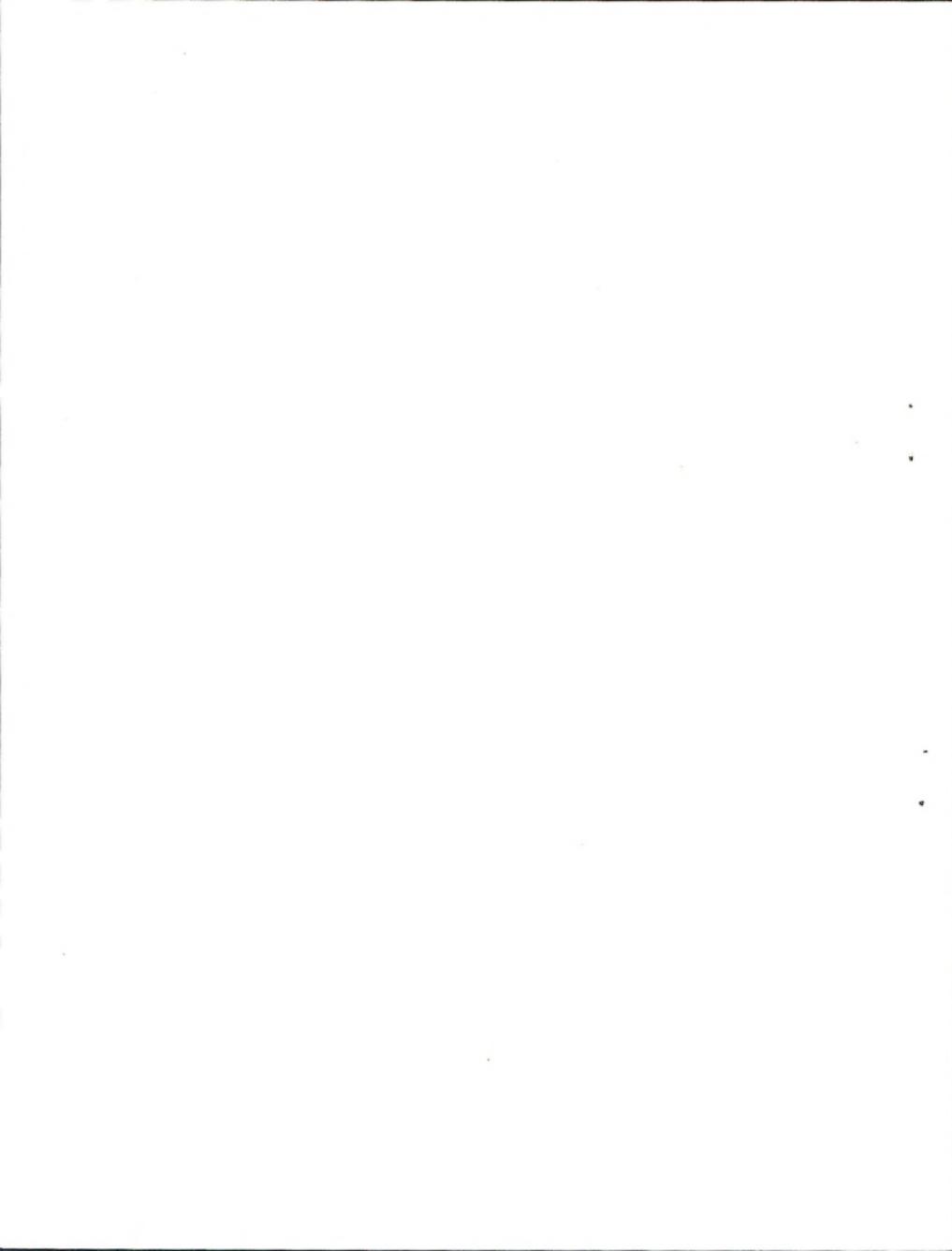
COOPERATIVE VOCATIONAL EDUCATION PROGRAM means a program of vocational education for persons who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but these two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

CURRICULUM DEVELOPMENT PROGRAM includes the development and dissemination of vocational education curriculum materials for new and changing occupational fields and for individuals with special needs (disadvantaged and handicapped); and the development of curriculum and guidance and testing materials designed to overcome sex bias in vocational education programs, and support services designed to enable teachers to meet the needs of individuals enrolled in vocational education programs traditionally limited to members of the opposite sex.

DISADVANTAGED PROGRAM is designed for persons (other than handicapped persons) who have academic or economic handicaps and who require special services and assistance in order to enable them to succeed in vocational education programs.

- DISTRICT SUPERINTENDENT, as referred to on the applications, is the district superintendent of public schools or the chief administrative officer of units of the university system, community colleges and state institutions.

EXEMPLARY PROGRAM means a program designed to enable educational agencies to explore, develop and demonstrate new and innovative ways to plan, implement and conduct vocational education programs, including (1) programs designed to develop high quality vocational education programs for urban centers with high concentrations of economically disadvantaged individuals, unskilled workers, and unemployed individuals; (2) programs designed to develop training opportunities for persons in sparsely populated rural areas and for individuals migrating from farms to urban areas; (3) programs of effective vocational education for individuals with limited English-speaking ability; (4) establishment of cooperative arrangements between public education and manpower agencies, designed to correlate vocational education opportunities with current and projected needs of the labor market; and (5) programs designed to broaden occupational aspirations and opportunities for youth, with special emphasis given to youth who have academic, socioeconomic, or other handicaps, including--(a) programs and projects designed to familiarize elementary and secondary school students with the broad range of occupations; and (b) programs and projects to facilitate the participation of employers and labor organizations in postsecondary vocational education. Priority will be given to programs designed to reduce sex stereotyping in vocational education.



HANDICAPPED PROGRAM is designed for persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance or who require a modified vocational education program.

INSTRUCTIONAL LEVELS: S - secondary, PS - postsecondary, A - adult, TT - teacher training.

LOCAL ADVISORY COUNCIL means a group composed of members of the general public, especially of representatives of business, industry, labor, education and training, organized to provide the local educational agency with advice on current job needs and the relevancy of courses being offered by such agency in meeting such needs. Policy requires that each program have a program advisory committee. These committees may be subcommittees of the total local vocational education advisory council.

- LOCAL EDUCATIONAL AGENCY means a board of trustees or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or political subdivision
- in a state, or any other public educational institution or agency having administrative control and direction of a vocational education program.

RESEARCH PROGRAM includes (1) applied research and development in vocational education; (2) experimental, developmental, and pilot programs designed to test the effectiveness of research findings, including programs to overcome problems of sex bias and sex stereotyping; (3) improved curriculum materials for presently funded programs in vocational education and new curriculum materials for new and emerging job fields, including a review and revision of any curricula developed under this section to insure that such curricula do not reflect stereotypes based on sex, race, or national origin; (4) projects in the development of new careers and occupations, such as--(a) research and experimental projects designed to identify new careers in such fields as mental and physical health, crime prevention and correction, welfare, education, municipal services, child care, and recreation, requiring less training than professional positions, and to delineate within such career roles with the potential for advancement from one level to another; (b) training and development projects designed to demonstrate improved methods of securing the involvement, cooperation and commitment of both the public and private sectors toward the end of achieving greater coordination and more effective implementation of programs for the employment of persons in the fields described in subparagraph (a), including programs to prepare professionals (including administrators) to work effectively with aides; and (c) projects to evaluate the operation of programs for the training, development, and utilization of public service aides, particularly their effectiveness in providing satisfactory work experiences and in meeting public needs; and (5) dissemination of the results of the contracts made pursuant to paragraphs (1) through (4), including employment of persons to act as disseminators, on a local level, of these results.

SUPPORT SERVICE PROGRAMS means skill assessment, employment counseling, job placement and follow-up services for persons from the following target groups; (1) persons who had been solely homemakers but who now, because of dissolution of marriage, must seek employment; (2) persons who are single heads of households and who lack adequate job skills; (3) persons who are currently homemakers and part-time workers but who wish to secure a full-time job; (4) women (men) who are now in jobs which have been traditionally considered job areas for females (males) and who wish to seek employment in job areas that have not been traditionally considered job areas for females (males); and (5) women who enter programs designed to prepare individuals for employment in jobs which have been traditionally limited to men.



VOCATIONAL EDUCATION PROGRAM means an organized educational program which is directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

VOCATIONAL EDUCATION PERSONNEL DEVELOPMENT PROGRAM means a program designed to improve the qualifications of persons serving or preparing to serve in vocational education programs, including teachers, administrators, supervisors and vocational guidance and counseling personnel.

VOCATIONAL GUIDANCE means those activities which assist students in; (1) identifying their aptitudes, interests, abilities, skills, aspirations and any other considerations that relate to choosing an occupation; (2) identifying such information on specific occupations that fit their interests and abilities, as (a) nature of the work; (b) training and qualifications required, (c) employment outlook, (d) earnings and working conditions, and (e) places of employment; and (3) developing skills in decision making that will enable them to choose an occupation that will meet their needs and allow them to develop their full potential.

